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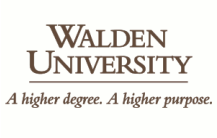

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Walden University
2012

Abstract

A Mixed Methods Program Evaluation on the Effectiveness of a School Redesign Model on Teacher Empowerment and Student Achievement

by

Ann Marie Costa

CAGS, Salem State University, 1998

MS, Lesley University, 1981

BS, Salem State University 1970

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Administrator Leadership for Teaching and Learning

Walden University

October 2012

Abstract

A recent law in a New England state allowed public schools to operate with increased flexibility and autonomy through the authorization of the creation of Innovation Schools. This project study, a program evaluation using a convergent parallel mixed methods research design, allowed for a comprehensive evaluation of the first Innovation School (IS). Activity theory, which conceptualizes change in systems involving human interaction, was the theoretical foundation of this study. The research questions focused on the efficacy of the autonomous school redesign model in involving stakeholders in participatory decision making, improving teacher collaboration, expanding teacher empowerment, and increasing student achievement on a state standardized assessment. Descriptive and statistical analyses of a preestablished survey on teacher empowerment were used to collect data, and student achievement was examined via parametric statistical analyses of standardized state achievement assessments of 3rd, 4th and 5th grade students. Independent and paired *t*-test analyses documented significant increases in teacher empowerment and student achievement test scores associated with the IS model. Qualitative data, focus group and individual interviews, were analyzed through open coding and deriving summative themes of stakeholder perceptions to extend the quantitative results. The combined findings demonstrated that the IS model significantly impacted teacher empowerment and student achievement. The implications for social change lies in giving stakeholders a voice and decision making authority. As a result, schools can become organizations where stakeholders, regardless of race, color, national origin, or educational attainment, become responsible for issues related to the teaching and learning of the entire school community.

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Dedication

This work is dedicated to my family. You gave me the freedom to pursue a lifelong dream. You persevered when I struggled and kept me on track. I would like to extend a special thank you to my husband, Ronald. You kept me together and believed in me. Thank you for your patience and support.

Acknowledgments

A number of individuals are due credit for this work. First and foremost, I extend my sincere thanks to Dr. Kathleen Bushman, my chairperson, who provided support, guidance, and encouragement throughout this long and tedious process. To Dr. Jensen; thank you for your attention to detail and expertise in methodology. To my colleague, Dr. Dianne Kelly; thanks for your advice and constant confidence.

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Section 1: The Problem

Introduction

This study focused on a K-5 urban, high-poverty elementary school located in Revere, Massachusetts, a city adjacent to Boston. This school accepted a challenge from the superintendent of schools to convert the existing, traditional school into the first Innovation School in the state. Innovation Schools operate as a charter like, autonomous public school with many of the same freedoms of charter schools, which include increased autonomy and flexibility, to create an environment that leads to improvements in teaching and learning, but remain a part of the school district. The Paul Revere Innovation School operated with increased freedom in the areas of curriculum, budget, school schedule, calendar, and staffing. In return for this autonomy and flexibility, the school operated under the terms of a performance contract and an innovation plan, approved by the local school committee, which described the boundaries of this freedom (Education Reform Package: Readiness Schools Legislation Summary, n.d.).

The reasoning behind the creation of Innovation Schools was to provide an opportunity to create conditions similar to those of highly successful charter schools. The Achievement Gap Act of 2010 afforded alternative strategies to accelerate school turnaround efforts, while also doubling the spending cap for charter schools in the cities and towns where students had the greatest need. Innovation Schools are a result of this act. Innovation Schools were conceived as a redesign mechanism that enabled traditional public schools to be courageous and highly competitive, and to compete with charter schools (http://www.mass.gov.Eeoe).

Innovation Schools provide teachers with a chance to have a part in decision making about important issues such as curriculum, length of the school day, professional development, and school calendar. This type of school structure allows teachers to have a voice and be part of the leadership team. Frost (2008) explained that teacher voice is important for the promotion of teacher leadership (p. 337). Shared decision making, distributed leadership, teacher empowerment, and increased motivation allow teachers to benefit greatly from this school redesign strategy as there is a growing body of literature that states teachers should be involved in these processes (Cheng, 2008; DuFour, 2011; Griffin, 2010). The shared wisdom of the practitioners has the capacity to create powerful places for teaching and learning (Cheng, 2008, p. 32).

I conducted a program evaluation of the Paul Revere Innovation School, examining the involvement of stakeholders in the decision making process, in improving teacher empowerment and motivation, and improving student performance, to determine the success or failure of the program. The evaluation occurred after a year of planning and a full year of implementation of the Innovation School redesign model. The program evaluation allowed school and district individuals to build their general understanding and knowledge of Innovation Schools and also inform practice, while evaluating the effectiveness of the Innovation program. Administrators familiarized themselves with the contract and expectations of the new Innovation School initiative, while learning and documenting best practices and barriers to implementation.

Using this program evaluation research plan, I employed a mixed methods convergent parallel design to analyze data from key stakeholders. Data came from surveys and student MCAS results (quantitative methodology), and interviews, focus

group interviews, and document reviews (qualitative methodologies). Lodico, Spaulding, and Voegtle (2010) explained that this design allows the researcher to produce a comprehensive portrait of the project study while increasing the study's credibility because multiple methods are utilized (p. 286).

I obtained quantitative data analyses from survey results and student achievement as measured by the Massachusetts Comprehensive Assessment System (MCAS). The first quantitative strategy of inquiry used in this project study included descriptive survey research in order to provide a numeric description of the attitudes and opinions of the faculty of the Paul Revere Innovation School regarding teacher empowerment. Creswell (2009) explained that survey research utilizes questionnaires or surveys to collect data in order to generalize from a sample to a larger audience (p. 12).

The second quantitative strategy of inquiry used in this project study was experimental research, which allowed for analysis of data from a number of student groups. Teddlie and Tashakkori (2009) argued that experimental research is a specific research design in which the researcher manipulates one or more independent variables to determine how that variable affects one or more dependent variables (p. 24). This part of the study relied on current and archived records of student achievement. I obtained strong quantitative analyses from a pre and post analysis of the standardized achievement data from a group of students (N=41) that learned under both the traditional and the Innovation School format.

Each of the hypotheses created for the project study related to the overall research question for this convergent parallel mixed methods program evaluation: "How has the association between an autonomous school redesign model, Innovation Schools, been

able to involve stakeholders in participatory decision making, improve teacher collaboration, expand teacher empowerment, and increase student achievement?" If the statistics determine that I should reject the null hypothesis, then I would conclude that Innovation Schools do, indeed, meet their intended goal of creating environments where all stakeholders are part of the decision making process, teacher collaboration and empowerment are part of the daily life of the school, and students are able to find academic success. Thus, the independent variable for this project study was the Innovation School while the dependent variables were teachers and student MCAS scores.

With respect to the qualitative portion of the analysis, I coded transcribed documents from data gathered through interviews and focus groups using Weft QDA software (Fenton, 2006). Data triangulation allowed me to use the results from both qualitative and quantitative data to determine if participatory decision making, teacher collaboration, and teacher empowerment had an effect on student achievement. The results reveal key findings that may serve as a catalyst for others and provide an argument for furthering the implementation of such programs. School districts that employ this alternative initiative may see improvements in student achievement and teacher efficacy.

Definition of the Problem

Traditional public school structure has not typically allowed all organizational stakeholders to be part of the strategic planning and decision making processes. Despite research that suggests teachers and other members of the school community be empowered, given their leadership roles, and participate in decision making (Cheng,

2008; DuFour, 2011; Griffin, 2010), most American public schools do not operate in this manner. Gulcan (2011) conducted research on decision making in public schools and determined that participatory decision making positively affected the teaching process, including motivating teachers to excel in their educational practices (p. 637). Steyn (2006) described transformational leaders and explained that these leaders help others grow and develop by responding to individual needs through empowerment, as well as the alignment of the goals and objectives of each stakeholder: the leader, the group, and the institution. This often results in improved teacher performance, satisfaction, and commitment.

One K-5 elementary school in a mid-sized urban district adjacent to Boston, MA engaged in a unique form of school redesign called Innovation Schools. This was a concept developed by a committee of MA superintendents, the MA Department of Elementary and Secondary Education, and the MA Secretary of Education, Paul Reville. The Innovation Schools Statute was enacted in 2010 (Chapter 12 of the Acts of 2010, Section 8). An Innovation School is a public school that has increased autonomy and flexibility in five areas: curriculum, budget, school schedule and calendar, staffing, and professional development (http://www.mass.gov/Eeoe). Although the school has a principal, most school decisions are made by the Governing Board, which is comprised of parents, teachers, community members, business partners, and the school administration. This particular type of school redesign has allowed for innovative thinking from typically muted stakeholders and involved administrators, teachers, parents, students, and community members in critical decisions. Decisions included school hours, composition of the school calendar, assignment of staff as well as

determining staff needs, curriculum choices, and budgetary assessments. This project study evolved around the following question: "Has an Innovation School redesign effort in a mid-size urban district in New England, indeed, created an environment for participatory decision making, distributed leadership, and improved student achievement?"

Rationale

Evidence of the Problem at the Local Level

In the last twenty years, American public education has undergone a dramatic transformation. Accountability systems have been put in place as a result of the No Child Left Behind Act of 2001 and learning standards now clearly define what students should know and be able to do in an effort to have all students be proficient in English language arts and mathematics by 2014 (http://www.ed.gov/esea). As a result, schools are now rated and ranked on the basis of test scores, as well as attendance and graduation rates. Critics of public education use these accountability results to criticize public schools (Au & Apple, 2010; Darling-Hammond, 2007). One of the most negative attacks of public education occurred in 2010 when Davis Guggenheim's documentary, *Waiting for Superman*, was released in cinemas across the country. Two other films, *The Lottery* and *The Cartel*, both released in the early part of 2010, also criticized the state of American public education. Ravitch (2010) explained that these types of films imply that American public schools are failing (p.1). These films contribute to the apprehension that many people feel today: America is lagging behind in a global world, and public education is the culprit (Ravitch, 2010).

The charter school movement has put public education at a crossroad. Toch (2010) explained that there are approximately 4,600 charter schools spread across 39 states, educating 1.5 million students. Currently, the Obama Administration is earmarking charter schools as the basis of its multi-billion-dollar federal education reform agenda (p. 70). Public school redesign could become the sustained school reform effort to yield satisfactory results, spark innovation, and turn around underperforming public schools (Futernick, 2007b). Although states established higher standards, policymakers ignored a simple truth: the amount of learning achieved corresponds to the time devoted to learning.

The school calendar, created years ago to meet the needs of an agrarian life style, does not seem applicable to the demands of the twenty-first century (Cooper, Valentine, Charlton, & Melson, 2003). The American public school calendar was put into place when agriculture was the primary source of income in the United States, and the entire family worked on farms and harvested crops (Gold, 2002). The family relied on their children to assist with farming duties. As a result, education was not a priority. Agriculture is no longer the primary source of employment in the United States, yet the traditional school calendar based on an agrarian society has remained in place. It is time to revise the school calendar (Cooper et al., 2003). Ruebling (2007) argued that the current way that schools are organized neglects proven, research-based methods, proven to be associated with higher student achievement (p. 1). Schools must be redesigned so that students have additional opportunities to practice and master necessary skills and to explore lessons and materials in order to meet the needs for innovation and problem solving in the knowledge economy (Siemens, 2006). Liontos (1994b) believed that

schools must be redesigned so that teachers have time for planning and professional development, processes critical to enhancing teacher quality and continued professional growth. In addition, Liontos (1994b) claimed that shared decision making has the potential to:

a) improve the quality of decisions,

b) increase a decisions' acceptance and implementation,

c) strengthen morale and teamwork,

d) build trust,

e) help others acquire new skills, and

f) increase district and school effectiveness.

Schools should be redesigned so that all members of professional learning communities can be stakeholders in the decision making process (Gulcan, 2011). By sharing leadership activities and responsibilities (shared decision making), an environment exists that is more likely to maximize the strengths of individuals and teams (McREL, 2005).

Public Schools should initiate redesign models to establish innovative schools with high degrees of flexibility and autonomy (http://www.mass.gov/Eeoe). Payne and Knowles (2009) described five flexibilities offered to charter schools:

a) the ability to hire and fire staff,

b) longer school days and/or school years,

c) budgetary autonomy,

d) capacity to test new methods of governance, and

e) insulation from district policy (p. 236).

Schools that use their autonomy to create curricula, assessments, and strengthen culture that support high expectations and achievements get strong results (French, 2006). This philosophy is the same one that has fueled the nation's charter school movement since its inception (Reubling, 2007). Public schools must import the innovative thinking that characterizes successful charter schools and implement it within the system. Public schools should reinvent themselves in order to create opportunities that the current school design model prohibits (Reubling, 2007, p. 9). The evidence is consistent and supports the need to redesign public education in order to preserve it.

The purpose of this project study was to evaluate the effectiveness of the Paul Revere Elementary Innovation School, the first Innovation School in the state of Massachusetts. This school implemented a revolutionary school redesign model aimed at involving stakeholders in participatory decision making, increasing student achievement, and improving teacher morale and motivation, while additionally creating opportunities for teacher empowerment. The program evaluation described in this study took place after a year of planning and a full year of implementation. In this case, the program evaluation examined the school and district individuals while they built their general understanding and knowledge, while also evaluating the effectiveness of the program. The results from this study are important to state education policy makers, superintendents, and principals, as well as educators from both public and private schools. Vaznis (2011) explained that public school districts have a financial interest in making Innovation Schools work. If parents accept Innovation Schools, fewer students, and the financial assistance that supports them, will leave public school districts for

charter schools (p.1). If successful, Innovation Schools have the potential to rival and compete with charter schools.

The goal of Innovation Schools is to provide a unique opportunity for teachers, community partners, parents, unions, and business leaders to remove the bureaucratic restrictions and create strategies and curricula that are targeted to the specific needs of students and staff. Innovation Schools share similar freedoms with charter schools, but unlike charter schools, which report directly to the state, Innovation Schools must bargain the extent of their autonomy with the superintendent and School Committee. In addition, most provisions of the district's teacher's union contract bind with Innovation Schools. An Innovation School offers the school community an opportunity to respond creatively to the educational challenges associated with the 21st century through the creation of autonomous public schools. Ruebling (2007) explained that when decision making is distributed amongst stakeholders, autonomy is created. Thus, the overall process is improved because those making the decisions have knowledge and access to information not readily available to more central parts of the administration that typically influence decisions (p. 27). This program evaluation determined whether the Paul Revere Innovation School achieved its goals.

Evidence of the Problem from the Professional Literature

Piece after piece of the literature on collaboration, empowerment, participatory decision making, and distributed leadership described similar results and themes. For example, scholars often mentioned collaboration and distributed leadership within the professional literature on empowerment (Farrell & Weitmen, 2007; Terry, 1995; Thornburg & Mungai, 2011). Also, professional literature on the topic of collaboration

frequently mentioned empowerment, participatory decision making, and distributed leadership as key factors contributing to collaborative cultures (Katsarou & Tsafos, 2008; Ruebling, 2007; Thornburg & Mungai, 2011). The literature is rich with evidence that when one practice is implemented, often the other practices also emerge.

School Redesign. It has been many years since the cry for school reform strengthened in the United States, backed by sustained research that showed that American students did not perform as well as students from other countries (National Commission for Excellence in Education, 1983). Numerous school reform efforts emerged in an effort to increase student achievement and effective instruction (Fullan, 2007b; Futerick, 2007; Katsarou & Tsafos, 2008; Hawley, 2007; Ruebling, 2007; Thornburg & Mungai, 2011). Efforts included professional development for educators, more authority for principals, specific roles for school committees, and measurable statewide standards for students and schools. In the late 1990s, the research-based models of comprehensive school reform emerged in the literature, accompanied by support for national networks, followed by The No Child Left Behind (NCLB) legislation, which aimed to eradicate the poor academic performance of American schools and the continual gap in student achievement (Thornburg & Mungai, 2011, p. 206). In 2010, President Obama renewed the federal commitment to school reform and called upon education officials to challenge schools to redesign. In Massachusetts, Expanded Learning Time and Innovation Schools became examples of state redesign models. The Massachusetts Expanded Learning Time Initiative offered schools an opportunity to redesign and expand the school schedule so that students became exposed to new learning and enrichment opportunities. Using state funding, two participating

schools in this district, expanded the school day by a minimum of 300 hours per year for all students in order to improve student outcomes in core academic subjects. In addition, expanded learning time allowed for broader enrichment opportunities and improved instruction through the addition of common planning time and professional development opportunities for teachers during the school day (The Massachusetts Expanded Learning Time Initiative Annual Report, 2007-2008). The vision of the Expanded Learning Time Initiative is to redesign the schedule of American Schools so that all students are afforded an education that prepares them for full participation in the economic and social life of the 21st century global society. This initiative is dependent on state funds for existence and continuation as teachers require additional pay for additional time and there are fees for most partnerships.

The second Massachusetts school redesign effort offered as a school redesign model, was the Innovation School. Innovation Schools, a result of Governer Deval Patrick's overhaul of public education, were a part of the state's effort to create schools that operate with more autonomy than traditional schools (Vaznis, 2011). The Innovation School model was designed to be cost neutral with regard to long term operation. There were no additional funds available for the implementation of Innovation Schools, but greater budget autonomy allowed stakeholders to redesign the school budget with respect to operations and instruction. With the opening of a new school building, Revere launched the state's first Innovation School in August, 2010. The Paul Revere Innovation School created a plan that included wraparound services to meet the socioemotional needs of its students and families as well as creating opportunities for sustained, professional development for teachers and administrators. By revising the

school calendar and time, the school redesigned the school day and offered students additional time for support services and academic needs. The revised calendar, which continued to adhere to the state regulations of a minimum of 900 hours of instruction annually, called for an early release day each Wednesday. On these days, teachers participated in sustained, research-based professional development, met to review student work and performance data, and engaged in common planning, both at grade level and vertically.

Although the school has a principal, most school decisions were made by a governing board, comprised of parents, teachers, community members, partners, and the school administration. Thus, an opportunity for distributed leadership, teacher empowerment, participatory decision making, and collaboration was created by transforming a traditional school into an Innovation School. Perillo (2007) explained, "change is a major reason why organizations such as schools commit to innovation" (p. 621). Change was the major reason why the Paul Revere School committed to innovation.

Empowerment. The theoretical concept of empowerment rests on a body of research, which originated in the business world and later spread to other occupational realms, including education (Short, 2004). The concept of teacher empowerment developed from the literature published on school reform, school effectiveness, and school improvement. Schools that empower teachers create opportunities for teachers to develop skills, encourage risk taking, and innovation (Short, 2004). "Teacher empowerment can be thought of as being comprised of three interrelated components: increased teacher access to decision making, increased teacher knowledge, and increased

teacher status" (Farrell & Weitman, 2007, p. 37). Empowerment occurs when teachers feel fully engaged in decision making and when the administration supports them (Sledge & Morehead, 2006). Conceptual development implies that all those affected by school empowerment must be given the opportunity to have input into the meaning of the process (Kirkpatrick, 1985). Ndoye, Imig, and Parker (2010) explained that when school leaders value and respect teacher input in the full operation of the school, empowerment occurs and is successful (p. 177).

Two basic beliefs are incorporated in most definitions of school empowerment. First, those closest to the decision should play a significant role in making those decisions and second, decisions will be most effective and long lasting when a sense of ownership and responsibility is developed through participation in the decision making process (Fullan, 2007a). Through teacher empowerment, schools can become powerful places for teaching and learning.

Research shows that empowered teachers' contributions can result in positive changes within schools, as many empowered teachers become teacher leaders (Duke, 2004). Job satisfaction, commitment to the school and to the profession of teaching are also increased as a result of teacher empowerment (Bogler & Somech, 2004). When teachers are committed to the school, they are more apt to get involved in initiatives and dedicate time on behalf of the institution. Rinehart and Short (1993) argued, "at the purest level, empowerment evolves at a grass roots level as teachers develop expertise in becoming problem solvers" (p. 3). Increased job satisfaction can also enhance teacher performance, quality of working life, organizational effectiveness, and student performance. Studies indicate that teachers who remain in the profession of teaching

attribute that decision to stay to an environment that allows them to be part of an organization that gives them a voice and a say in the decision making process (Thornburg & Mungai, 2011; Pollack, 2009; Harris, 2008b; Bogler & Somech, 2004). Thus, teacher empowerment incorporates participative decision making and distributive leadership. In an age where teachers are faced with additional accountability challenges including the requirements associated with the No Child Left Behind Act and standards-based curricula, schools need to explore ways to enhance the empowerment of teachers. Teacher empowerment strengthens teachers' commitment in their pursuit to involve students in learning environments that inspire lifelong learning, as well as to provide them with the skills necessary to be successful in the 21st century (Terry, 1995). Terry (1995) explained:

> Empowering teachers as leaders is seen as a way to put teachers at the center of the reform movement, to keep good teachers in education, to entice new teachers into the profession, and to reverse a general trend toward treating them as employees who do specific tasks planned in detail by other people. (p. 1)

By introducing new paradigms, the teaching profession can become a truly rewarding experience.

Collaboration. From the first school houses created by the Puritans in 1635 to current educational institutions, traditional classroom teachers taught students in isolation (Lortie, 1975). During the last twenty years, many educational reformists called for teachers to break down the barriers resulting in isolation through the creation of Professional Learning Communities (PLCs) (DuFour, Eaker, & DuFour, 2005). Grounded in the belief that teacher continual growth does not happen in isolation, current

literature recommends the creation of learning communities. PLCs allow participants to engage in meaningful activities by collaborating with peers to work together to build knowledge about teaching and learning (Darling-Hammond & Bransford, 2005).

Literature on school improvement often cites teacher collaboration and professional learning communities as critical factors in school improvement achievement. Many American public schools, however, did not embed this practice into their daily routine, even though there is a small but increasing researched-based literature suggesting a positive relationship between teacher collaboration and student achievement (Futernick, 2007a; Goddard, Goddard & Tschannen-Moran, 2007). Goddard et al. (2007) suggested that further studies are needed on collaborative practices but that their study provided initial support that teacher collaboration embedded around curriculum, instruction, and professional development play an important role in improvements to student achievement.

Ruebling (2007) explained that the fundamental building block of learning communities is the development of a sustainable culture of collaboration and that in learning communities, participating teachers regularly discuss teaching practices in order to improve student learning. Collaboration happens when people work together, especially for a common purpose. Ruebling (2007) argued that collaboration creates opportunities to engage in problem-solving activities. Schmoker (1999) believed that collaboration mimics action-research because teachers experiment with various instructional strategies and assess the effectiveness of them (p. 16).

Today's schools no longer work in isolation. The age of accountability has mandated school improvement councils, increased parental involvement and

participation, involved faculty in the decision making process, and encouraged professional learning communities. Lunenberg (2010) believed that PLCs allow teachers to improve student learning as well as enhance schools' effectiveness (p. 6). Through collaboration and teamwork, schools can eliminate the isolation of teachers from the confines of their classrooms and provide them with opportunities to work with peers and others. Thus, schools can become places where decision making around teaching and learning is the entire school community's responsibility. Louis, Marks, and Kruse (1996) examined the conditions necessary for such communities. In terms of structure, they found that smaller school size and common planning time were critical factors in successful PLCs. They also found that lower staffing complexity (including staff directly involved in teaching, learning, and assessment) and empowering teachers as decision makers were highly correlated with PLCs.

The primary purpose of today's schools is to ensure that all students learn at high levels. Professional learning communities, which foster collaboration, allow educators to understand what each student must learn. PLCs also create opportunities for teachers to monitor student learning through multiple types of assessments. PLCs provide staff with job-embedded professional development as a form of continual learning. DuFour, DuFour, and Eaker (2008) explained:

> If contemporary schools are to reflect fundamentally different assumptions than schools of the past, if they are to reflect a genuine commitment to high levels of learning for all students, if they are to be places of collective inquiry and collaborative efforts, it will be because of rather than in spite of the educators within them. (p.429)

It is this type of environment that will propel schools to greater success and provide all stakeholders with a voice in the education process. When school leaders provide support and expect that professionalism means sharing best practices, the reward will be higher professional excellence by staff and students, and most importantly, improved practice (Reeves, 2009).

Participatory Decision making. In the 1990s, the focus on teachers' participation in decision making changed. Reforms in educational practice created conditions in schools that facilitated improvement, innovation, and continuous professional growth. Organizations such as the American Association of School Administrators and the National Education Association supported the concept of shared decision making. These national reform reports advocated for increased school authority and teacher involvement in decision making as a means of supporting necessary changes within schools. These organizations believed that the goal of participatory decision making was to empower school staff by provisioning them with the power to solve the educational problems unique to their schools. Teacher input in educational decision making is valued by many and is often viewed as a privilege that in turn promotes teacher support and responsibility for decisions made (Hoerr, 2008). Furthermore, teacher involvement in participatory decision making is one of the key characteristics of an effective school (Cheng, 2008, p.31).

Shared decision making is an elusive concept to grasp (Allen & Glickman, 1992). It involves essential changes in the way schools operate, and modifications in the roles, relationships, and responsibilities of all stakeholders in the school community. The primary purpose of participatory leadership is to improve teaching and learning (Liontos,

1994b). Because teachers have a practical understanding of classroom complexities, teachers can help to make decisions on programs that improve achievement. The second benefit of shared decision making is increased job satisfaction (Thornburg & Mungai, 2011; Pollack, 2009; Harris, 2008b; Bogler & Somech, 2004). Involvement in the decision making process has the potential to initiate ownership, commitment, and empowerment, as collaboration leads to new responsibilities and relationships. Participatory decision making generates equality and makes the school a more autonomous workplace. In a study conducted by Hulpia, Devos, and VanKeer (2010), the findings revealed that participatory decision making had an affirmative effect on teachers' commitment to their school and the organization (p, 40). Teacher involvement in the decision making process bolsters the conviction that teacher voice is an important component in the daily operation of schools. Finally, shared decision making has the opportunity to create an environment of distributive leadership. Teachers are not only involved in the process, but principals utilize strategies based on facilitation and trust rather than hierarchical authority (Liontos, 1994).

While shared/participatory decision making takes many forms, it emphasizes several common beliefs or premises. The first premise is that those who are the closest to the students will make the best decisions about their education. Next, stakeholders should have more say about policies and programs influencing schools and students. Third, the professionals who must implement decisions ought to have a say in those decisions. Lastly, ownership and responsibility during the decision-making process for those who will implement change, has the greatest chance for effective and lasting change (Liontos, 1994a).

Participatory decision making brings challenges as well as positive results. Participatory decision making places additional demands on teachers and administrators. Those involved in the decision making must grapple with more responsibility and frustration, which accompanies group process, and can be arduous as well as the increased demands on participants' time, which could be the greatest barrier to successfully implementing and maintaining a participatory decision making environment (Hashim, Alam, & Siraz, 2010; Cheng, 2008). Participatory decision making, however, provides an opportunity for teachers, who typically work in isolation from other adults, to collaborate, negotiate, share ideas, and come to consensus (Liontos, 1993b). Participatory decision making presents an opportunity for collegial conversation as well as the occasion for opinions and beliefs to be shared.

Definitions

Innovation Schools: Innovation Schools operate as charter-like autonomous, public schools that have control over curriculum, instruction, schedule, budget, and staffing. Innovation Schools are developed and authorized at the local level. Innovation Schools submit their prospectus to the local school committee for approval. In return, the school is held accountable for meeting annual benchmarks for student achievement and school performance (http://www.mass.gov/Eeoe).

Innovation: Unique efforts that enhance the overall quality of school experience. (Sharma, 2010).

Autonomy: Autonomy refers to the teachers' feeling that they have control over various aspects of their working life, including scheduling, curriculum development, selection of textbooks and planning instruction (Bogler & Somech, 2004).

Distributed Leadership: Leadership that operates within a network of participants who possess shared and complementary knowledge and expertise (Park & Datnow, 2009).

Empowerment: For this study, empowerment is defined as a process involving group participation, critical reflection, and control over one's environment, life, and resources (Zimmerman, 1995).

Motivation: The intensity of a person's desire to engage in some activity (Dessler, 2001).

Participatory decision making: Structure that gives ownership of decisions to the whole group. Participatory decision making is a process that works to find consensus and solutions that are acceptable to all and best for the group (Hashim, Alam, & Siraz, 2010).

Collaboration: Engagement by participants in meaningful activities with peers to work together to build knowledge about teaching and learning (Darling-Hammond & Bransford, 2005).

Significance

This project study is significant because it provides evidence to support school redesign models that involve stakeholders in participatory decision making, distributed leadership, teacher empowerment, and strategies to increase student achievement. This study also provides information regarding the construct and practices of Innovation Schools. Additionally, the findings from this project study contribute to a broader understanding of teacher empowerment as an outcome of distributed leadership and any link to teacher motivation and collaboration within the setting of Innovation Schools. The quantitative data, obtained from the project study, adds to the limited data currently available regarding Innovation Schools and student achievement in Massachusetts. In addition, the research findings can inform state education policy makers, superintendents,

and principals, as well as educators from both public and private schools of the benefits and challenges of Innovation Schools.

The results of this study can serve as a catalyst to other leaders in the transformation of their schools to an Innovation School or other redesign model. While the findings of this study may not be generalizable in a broad sense, they may provide a starting point for schools seeking to transform their school to one that expands the number of stakeholders who consider themselves directly accountable for the success of the school. This study demonstrates how teacher empowerment can lead to successful educational outcomes and continual professional growth. By empowering teachers, school leaders can help to create powerful learning communities. Innovation Schools can demonstrate that progressive schools in the 21st century consist of communities of learners capable of transforming themselves and shaping both the community and school culture (Fullan, 2007b).

Empowerment stems from teachers feeling fully engaged in decision making and being supported by school administration (Sledge & Morehead, 2006). Empowered teachers are more committed to their profession and to their schools (Ingersoll, 2003). As a result, distributed leadership and teacher empowerment should be considered in any school reform effort. The Paul Revere Innovation School empowered teachers and stakeholders through the sharing of power, delegation, and shared decision making. The impact for social change lies in giving stakeholders a voice and decision making authority regarding the education of students. As a result, schools can become organizations where empowerment, participatory decision making and distributive leadership allow issues related to teaching and learning to become the entire school

community's responsibility.

Guiding/Research Questions and Variables

Guiding/Research Questions

The research questions that guided this project study addressed the impact of the conversion of the Paul Revere Elementary School to the Paul Revere Innovation School on student achievement, participatory decision making, teacher collaboration, teacher empowerment and job satisfaction. In addition, the research questions addressed distributed leadership's influence on participatory decision making, teacher collaboration, teacher empowerment, and job satisfaction. The research points to these conditions as being significant factors in effective schools, yet school environments have not created opportunities to embed and sustain them in school communities. This research indicates that schools do not implement these conditions until low student achievement forces schools to implement school redesign.

The research questions and hypotheses are:

1. How can an Innovation School, one that operates under the supervision of a governing board, but is still part of a public school district, improve student achievement, participatory decision making, teacher collaboration, teacher empowerment and job satisfaction?
    - H_A: The creation of an Innovation School has improved student achievement.
    - H_0: The creation of an Innovation School has not improved student achievement.

- H_{A2}: The creation of an Innovation School has improved participatory decision making, teacher collaboration, teacher empowerment and job satisfaction.
- H_{02}: The creation of an Innovation School has not improved participatory decision making, teacher collaboration, teacher empowerment and job satisfaction.

2. How does distributed leadership influence participatory decision making, teacher collaboration, teacher empowerment, and job satisfaction?
   - H_A: Distributed leadership at the Paul Revere Innovation School has influenced participatory decision making.
   - H_0: Distributed leadership at the Paul Revere Innovation School has not influenced participatory decision making.
   - H_{A2}: Distributed leadership at the Paul Revere Innovation School has influenced teacher collaboration.
   - H_{02}: Distributed leadership at the Paul Revere Innovation School has not influenced teacher collaboration.
   - H_{A3}: Distributed leadership at the Paul Revere Innovation School has influenced teacher empowerment.
   - H_{03}: Distributed leadership at the Paul Revere Innovation School has not influenced teacher empowerment.
   - H_{A4}: Distributed leadership at the Paul Revere Innovation School has influenced teacher job satisfaction.

- H_{04}: Distributed leadership at the Paul Revere Innovation School has not influenced teacher job satisfaction.

Dependent and Independent Variables

I designed each of the hypotheses listed above in consideration of the overall research question for this program evaluation. The independent variable for this project study was the Innovation School while the dependent variables were teachers and student MCAS scores.

Traditional public school structures, which still exist in many school districts, have not afforded stakeholders to be part of the decision making process. There is an abundance of research that suggests teachers and other members of the school community be empowered, given leadership roles, and participate in decision making. Despite the research findings, most American public schools do not operate this way.

An examination of public schools that incorporated evidence-based redesign models that encourage collaborative cultures, teacher empowerment, and distributed leadership needs to be studied. Taking a close look at successful, redesigned schools, which can create a body of literature that will encourage others to follow, can do this. A program evaluation involving a convergent parallel mixed methods research design can be an effective research design for this purpose.

Review of the Literature

I reviewed the literature for this project study by exploring various databases through Walden University's research library, including Academic Search Premier, ERIC, Education Research Complete, and ProQuest, with terms most closely related to school innovation with an emphasis on teacher empowerment through distributed

leadership. Terms researched included autonomy, collaboration, distributed leadership, empowerment, motivation, participatory decision making, school redesign, shared leadership, transformational leadership, and activity theory. Search engines including Google Scholar were used to locate research-based articles, current journal studies, and published literature summarized or quoted by well-known authors.

Activity Theory

The theoretical framework for this study was activity theory. The root of activity theory can be traced to the work of Karl Marx, who Engestrom and Miettinen (1999) identify as "the first philosopher to explicate pointedly the theoretical and methodological core of the concept of activity" (p.3). Activity theory incorporates ideas of learning, behavior and development from a variety of theorists including Dewey, Mead, Strauss, Wittgenstein, Bakhtin, and others (Engestrom & Miettinen, 1999). By incorporating a more worldly perspective and through the inclusion of multiple paradigms, activity theory is classified as a metatheory and has a wider application to studies of cultural practices and practice-bound cognition across various disciplines of social science at the micro, meso and macro levels (Engestrom & Miettinen, 1999). Levine (2010) explained, "activity theory has heuristic affordances for parsing activity into pieces, and seeing how these pieces interrelate, even if, in reality, all of these components are mutually constitutive" (p. 125).

In applications of activity theory, analysis is performed on what is called an activity system. Rather than focus on an individual or particular social interaction, activity theory approaches social interaction from individual, group, and historical perspectives (Engestrom & Miettinen, 1999). Baumer and Tomlinson (2011) explained

that an activity consists of a subject or subjects performing the activity directed at an object with mediating artifacts allowing the activity to be executed (p. 134). Kang and Gyorke (2008) added:

> Vygotsky adapted the concept of mediation from Marx's dialectical and historical materialism. He claimed that instead of a behaviorist model of individual stimulus and response, human development is based on a series of interactions with one's social and cultural context, which are mediated by tools and signs. (p. 206)

Bakhurst (2009) explained that Vygotsky added mediation as a concept to respond to the defects of stimulus-response behaviorism because he believed that human behavior does not only respond to stimuli, but is mediated by artifacts that are created to hasten or regulate action (p. 199).

Internalization and externalization are also principal ideas in activity theory. Engestrom and Miettinen (1999) discussed internalization and externalization as means to transform culture. Through internalization, people reproduce the existing structure and norms of the culture (Engestrom & Miettinen, 1999). As contradictions within the system (or the individual) develop, individuals (or groups of individuals experiencing similar contradictions) create tools and artifacts to deal with the contradictions and they externalize the contradiction, thus transforming the culture of the activity system (Engestrom & Miettinen, 1999).

The preceding paragraph highlights the interactive nature of the individual and the activity system. Activity theory broadens the scope of observation to encompass change on multiple levels. Action by an individual does not simply impact the individual but

also the activity system and vice versa. In similar fashion, the tools and artifacts within one activity system can affect change on another activity system. This type of change occurs when artifacts from one activity system are introduced in another in the form of a boundary object (Roth, 2005). Boundary objects act as assimilation tools that help knowledge and learning to be represented and mediated (Carlile, 2004). Doe, Barnes, Bowen, Gilkey, Smoak, Ryan, Sarell, Thomas, Troup, and Palmquist (2011) argued that individual actions and reactions in an activity system create a critical component, contradictions (p. 431). Avis (2009) explained that the concept of contradiction is essential for transformative change (p 152). It is through contradictions that goals, instruments, and working environments change.

It is important to note that conflicts and contradictions demand action. Either the participants in the receiving activity system accept the boundary object or they externalize the conflict and reject the boundary object. Either way, both the participants and the activity system are changed. In accepting a boundary object, the participants reproduce the existing culture; by rejecting it, they change the structure and, therefore, the culture itself (Roth, 2005). This perspective can be relevant for stakeholders involved in educational change because it presents a way to comprehend school redesign as a "contradiction-driven and historical process" (Sannino & Nocon, 2008, p. 327).

The concept of power is also associated with activity theory. Holzkamp (1983) explained that the amount of power individuals possess within an activity system influences the decision whether or not to accept or reject a boundary object from another activity system and how the participant responds to conflict within their own activity system. Power is enacted in an activity system when a participant exchanges some form

of capital or imposes authority to achieve an objective. Activity theory allows for individuals and their community to transform, because humans do not merely react to conditions while they are alive but they have the ability to act and therefore the ability to alter the very conditions that mediate their activities (Holzkamp, 1983).

There are many additional aspects of activity theory. However, the concepts of activity systems, internalization and externalization, change affect, and power are most relevant to this project study on school redesign and how stakeholders make meaning of the school environment. Each group of stakeholders is an activity system with its own community. In addition, parents, students, teachers, and community members participate in other activity systems both within and outside of the school. Arnseth (2008) believed that learning occurs over time as activity systems change (p. 294). Thus, many activity systems within the Innovation School allow it to transform over time. Sannino and Nocon (2008) explained:

> Individual and collective actions are constituents of activities, which build on what the subjects consciously want to achieve in their practices. This perspective is important in discussions about educational change because it offers a new way to understand school renewal as a contradiction-driven and historical process. (p. 327)

The Paul Revere Innovation School was an example of activity theory at work. In this environment, stakeholders worked together toward a common goal. When stakeholders were afforded agency in a school, greater interaction occurred, conflict was minimized, voices were heard, and learning was more likely to be successful. Lunenberg (2010) argued that PLCs foster school improvement and effectiveness while advancing student

(2010) argued that PLCs foster school improvement and effectiveness while advancing student achievement (p.6).

The primary purpose of today's schools is to ensure that all students learn at high levels (Darling-Hammond, 1993). Professional learning communities allow educators to understand what each student must learn, monitor student learning through multiple types of assessments, and provide staff with job-embedded professional development as a form of continual learning (Hawley & Valli, 2007). Therefore, DuFour, DuFour, Eaker, & Karhanek (2004) explained:

> Building a school's capacity to learn is a collective rather than an individual task. People who engage in collaborative team learning are able to learn from one another and thus create momentum to fuel continued improvement. It is difficult to overstate the importance of collaborative teams in the improvement process. (p.3)

It is this type of environment that will propel schools to greater success and provide all stakeholders with a voice in the education process.

School Innovation

Much of the professional literature on school innovation stems from research conducted in Europe and Asia. A recent study examining school innovation in Israel by Tubin and Ofek-Regev (2010) revealed that schools faced two obstacles when implementing the innovative process. The first challenge was acquiring consent and justification for the innovative ideas, while the second challenge revolved around the ability to provision properly in order to establish the innovation (p. 96). Their case study of an Israeli elementary school concluded that schools should take advantage of the

situation and use innovation for continued existence and for improvement (Tubin & Ofek-Regev, 2010). Tubin's earlier exploratory study of an Israeli Innovation School conducted in 2008 showed that the innovative school's graduates attained higher achievements than other graduates who attended traditional schools.

Avidov-Unger (2010) conducted a study on the implementation of innovative technologies and found that there was a gap between the potential of the innovation and the actual implementation of the innovation (p. 260). Also taking place in Israel, the case study examined the features of the innovative process in order to distinguish the effectiveness of innovative implementation distinguishing between islands of innovations as compared to comprehensive innovative approaches. Avidov-Unger (2010) discovered that the findings of their study altered their thinking regarding the success of an innovation approach as a realistic strategy for effective implementation of educational technology innovation. The study raised concern that islands of innovation resulted in disruption rather than the ability to spread innovative concepts (p. 276). Therefore, islands of innovation do not expand into comprehensive innovation.

Sharma (2010) conducted a study to examine how schools are responding to a rapidly changing world through a framework for innovation in schools. The research study, which took place in India, observed ways schools attempted to expand the horizon of children's learning through innovations. Sharma (2010) concluded that the findings demonstrated that innovations should be integrated in educational facilities (p. 323). As a result, this study indicated that school innovation could be considered for school redesign.

Katsarou and Tsafos (2008) explored a collaborative school innovation project at the Acharnes' Second Chance School in Greece. Teachers played a key role in the creation of an innovation plan, which led to the formation of a bottom up model of innovation. Thus, the teachers themselves created innovation at the school level. Katsarou and Tsafos (2008) found that his approach allowed teachers to increase their knowledge through their support of the innovation process (p. 125). Thus, this study bolstered innovation as a critical process in engaging stakeholders in novel ways of restructuring schools.

Perillo (2007) investigated how changes in innovation practice get accomplished and observed that there was complexity embedded in practitioner practices with innovating. His study of four independent boys' schools in Australia examined the performances of daily innovative practices. The study revealed that innovation is a dynamic and multifaceted course of action (Perillo, 2007, p. 622). This study demonstrated that school redesign is complex and intricate, often causing tension and that school leaders should promote situations that allow for innovative tension.

Chang, Hsiao, and Tu (2011) conducted a study of vocational high schools in Taiwan in order to determine what schools need to do in order to achieve innovation besides transformational leadership. The authors found that the results of the study revealed that the participants believed that transformational leadership, support for innovation, and organizational learning were strong predictors for innovation (p. 56). The results indicated that a better innovative effect occurred when school leaders used transformational leadership strategies.

A study conducted in Australia by Tytler (2009) examined the Victorian

Government initiative to assist schools in their efforts to improve their science teaching and learning through school innovation in science (p.1777). The innovative model allowed schools and teachers flexibility to design and implement science initiatives based on the unique needs of each school, within an overall framework provided by the School Innovation in Science (SIS) initiative. The SIS Strategy was a second feature of the School Innovation Model that allowed stakeholders to reflect and review their practices and to plan, implement, and monitor new innovations. Tytler (2009) explained that the key aspect of SIS was empowering teachers by giving them ownership and responsibility for the innovations implemented at each school. During the first phase of the study, considerable positive change occurred, particularly at the elementary school level. Tytler (2009) discovered that a great number of initiatives occurred at the elementary level including changes in classroom instruction, curriculum, and increased collaboration amongst staff (p. 1786). Analysis of achievement test results showed that teachers who were fully engaged in the SIS model had higher test scores than those who did not (Tytler, 2009, p. 1791). Tytler (2009) concluded that the change process is a complex one, particularly one that gives teachers and schools freedom to innovate (p. 1804).

Novo, Murga-Menoyo, and Bautista-Cerro (2010) researched educational innovation in Spain. They examined two educational innovation projects; the first on online collaborative learning groups, and the second on concept maps using Cmap tools. Novo et al. (2010) concluded that both projects were appropriate for the objectives of environmental education and innovation (p. 311). The researchers noted that innovation requires initial processes that involve much self-learning, and that the process of trial and error is what leads to success.

Lake (2008) examined American charter schools and innovation and found that charter schools are most likely to implement and sustain best practices, alter governance structures, and use funds uniquely (p. 116). Lake (2008) believed that such innovative processes were as important as instructional innovations and found that charter schools were more likely than public schools to experiment with staffing, scheduling, and compensation (p. 120). However, the results of this study showed that charter schools were less likely to experiment with instructional innovations with the exception of virtual charter schools, and consequently, charter school classrooms did not look much different than public school classrooms (Lake, 2008, p. 125).

An examination of the High Tech High Charter School by Neumann (2008) described the school and its culture and observed its innovative programs to identify characteristics of that school that could be replicated in other American high schools. His study showed that the charter high school utilized relationships, a universal mission, and adult world connections combined with progressive educational project-based instruction to yield high levels of student achievement (p. 67). The innovation implemented at this school was the integration of technology in the learning process.

Weston (2009) examined four United States schools as they implemented school-based innovations. The researcher observed educators as they implemented change in their school and found that the implementation process was as difficult for educators as adopting change (Weston, 2009). The results of the study generated a number of findings. Weston (2009) explained:

> The findings of the study lend support to extending the investigation of the framework and methodology to a broader range of schools. The difficulties

> experienced by schools as they engaged with major change and the persistence with methodologies that are not realistic for, or responsive to, the prevailing cultures of those communities create both drivers and opportunity for extending the work. (p. 172)

As a result of this study, the strain and anxiety of change initiatives on stakeholders needs to be considered when embarking on school reform initiatives. Weston (2009) recommended that future research should examine characteristics that create a professional culture of practice that sanctions sustained commitment to change.

Activity Theory and School Innovation

Sannino and Nocon (2008) described innovations as attractive and realistic changes to teaching and learning that affect individual, group, and institutional growth (p. 325). The authors explained that most education reforms tend to be initiated by authorities in a top-down manner as opposed to educational innovations, which are small-scale changes initiated by groups of stakeholders who want to experiment with innovative ideas. These innovations usually focus on practices that do not cover the entire school system. The Paul Revere Innovation School is a prime example of a small-scale initiative. Sannino and Nocon (2008) conducted five case studies of interventionist research aimed at changing schools. Saninno and Nocon (2008) found that innovations that brought about changes within schools demonstrated the theoretical lens of cultural-historical activity theory (p. 326). Furthermore, the authors stated, “Activity systems and networks of activity systems are used as conceptualizations of the contexts subject to renewal or innovation at individual, institutional, and organizational levels” (p. 326).

Innovation at the Local Level

On September 28, 2011, Massachusetts Governor Deval Patrick praised Paul Revere Innovation School teachers, administrators, students, and parents during a visit to the state's first Innovation School, which he believed was "right at the edge of school improvement" (Jorgensen, 2011, p. 1). Following the Paul Revere Innovation School's lead, fifteen new Innovation Schools opened their doors during the 2011-2012 school year. An increasing number of school districts from Boston to the western part of the state embraced a new kind of school to create educational innovations and compete with charter schools. The state's secretary of education, Paul Reville stated, "I would predict Innovation Schools in a relatively short period of time could surpass the number of charter schools in the state if the growth continues at the rate we've seen recently" (p. 2).

Distributed Leadership

In recent times, distributed leadership appeared in school leadership literature. The focus on professional learning communities, the complexity of leadership, the need to share leadership in an era of accountability, and the connection of distributed leadership to school improvement increased educators' interest in this model (Storey, 2004; Harris, 2005). Collins (2001) stated that good is the enemy of great and argues that the reason that there are not great schools is because we have good schools. He expressed that the vast majority of schools never become great because the vast majority became quite good. Harris (2008b) explained that leadership was a critical factor in schools that went from good to great (p. 8). The research on leadership is explicit that it is an important lever in organizational change and student achievement. Leithwood, Louis, Anderson, and Wahlstrom (2004) argued that leadership was the second only to effective instruction

in creating conditions for increases in student achievement (p. 7).

Youngs (2009) explained that most of the literature on distributed leadership credits Peter Gronn and James Spillane as the two theorists who sparked the interest for distributed leadership in schools (p. 377). Spillane (2006) believed that distributed leadership offered a different way to look at school leadership by involving leaders and followers (p. 26). Spillane's research suggested that cognition was comprehended as a distributed experience amongst individuals and internal and external demonstrations. This type of leadership practice, the combined interactions of stakeholders involved in distributed leadership, emerged at the Paul Revere Innovation School, and allowed for teachers', parents', and students' voices to be heard.

Angelle (2010) noted that researchers observed negligible distributed leadership in practice (p.1). Although distributed leadership is a popular topic in the current educational leadership literature, there is limited observational research concerning the effect of distributed leadership on teachers (Harris, Leithwood, Day, Sammons, & Hopkins, 2007). Thus, the purpose of this study was to fill in the gap in research and examine how the recognized distribution of leadership functioned among the stakeholders at the local K-5 Innovation School. This project study adds to the literature regarding the effect of distributed leadership on school improvement and teacher efficacy at the school level.

A distributive perspective on leadership focuses on leadership activities that emerge from the interaction of "all individuals who contribute to leadership practice, whether or not they are formally designated or defined as leaders" (Harris & Spillane, 2008, p. 31). In addition, Harris (2008a) explained that distributed leadership eliminates the actions

and convictions of individual leaders and embraces collective leadership practices (p. 174). Thus, leadership from this perspective is concerned with both the leadership behavior and the social context in which organizational members interact in support of organizational goals. In a study conducted by Moolenaar, Daly, and Sleegers (2010), the researchers found evidence that distributed leadership influenced the successful implementation of innovations and reform (p. 659). Park and Datnow (2009) conducted research on distributed leadership and their findings revealed that flexibility was required so that teachers felt empowered while innovating in a data-driven decision making reform effort (p. 492).

Implications

This project study has important implications for school redesign models. Specifically, this study demonstrates that when schools involve stakeholders in participatory decision making, and distributed leadership, the entire school community becomes more motivated and student achievement increases. This study illuminates and clarifies the construct and practices of Innovation Schools as a redesign model. The project study also adds to a broader understanding of teacher empowerment as an outcome of distributed leadership within the setting of Innovation Schools. In addition, the research findings provide information for state education policy makers, superintendents, and principals, as well as educators from both public and private school of the benefits of Innovation Schools.

The results of this study serve as a mechanism for other leaders in the transformation of their schools to an Innovation School or other redesign model. While the findings of this study may not be generalizable in a broad sense, it provides a starting

point for schools seeking to transform their school to one that expands the number of stakeholders who consider themselves directly accountable for the success of the school. This study demonstrates how teacher empowerment can lead to successful educational outcomes and continual professional growth. By empowering teachers, school leaders can help to create powerful learning communities. Innovation Schools can demonstrate that progressive schools in the 21st century consist of communities of learners capable of transforming themselves and shaping both the community and school culture (Fullan, 2007a).

Summary

The purpose of this project study was to evaluate the effectiveness of the Paul Revere Elementary Innovation School, the first Innovation School in the state of Massachusetts, through a program evaluation. A fundamental element of Governor Patrick's Achievement Gap Act of 2010, Innovation Schools functioned as a charter like, autonomous public schools with many of the same freedoms of charter schools. Freedoms included increased autonomy and flexibility to utilize inventive strategies and creative methods that lead to improvements in teaching and learning.

The Paul Revere Innovation School operated with freedom in the areas of curriculum, budget, school schedule, calendar, and staffing. In return, the school operated under the terms of a five-year performance contract and an innovation plan, approved by the local school committee, which detailed the areas of autonomy and flexibility selected (Education Reform Package: Readiness Schools Legislation Summary, n.d).

The goal of Innovation Schools was to provide an opportunity for teachers, community partners, parents, unions, and business leaders to remove bureaucratic restrictions and create strategies and curricula that were targeted for the specific needs of students and staff. The reasoning behind the creation of Innovation Schools was to provide an opportunity to create conditions similar to those of highly successful charter schools. Innovation Schools were conceived as a redesign mechanism to enable traditional public schools to be courageous and highly competitive, and to compete with charter schools (http://www.mass.gov/Eeoe). Innovation Schools provided stakeholders with a chance to have a part in decision making of important issues such as curriculum, length of the school day, professional development, and school calendar. This type of school structure allowed stakeholders to have a voice and be part of the leadership team. The impact for social change lies in giving stakeholders a voice and a say in the education of students. Thus, schools can become places where decision making around teaching and learning is the entire school community's responsibility.

In conclusion, this particular form of school redesign has the potential to improve student achievement and provide stakeholders with an opportunity to take part in distributed leadership. Public school redesign might be the sustained school reform effort that is needed to yield satisfactory results, spark innovation, and turn around underperforming public schools (Futernick, 2007b). Innovation Schools provide conditions similar to those of highly successful charter schools. Public schools should import the same type of thinking that characterizes charter schools and implement it within the system. Public schools should reinvent themselves so that they can implement a new system and new set of conditions (Reubling, 2007). Ruebling (2007) explained,

"changing the design relative to the organization of teachers, students, and time is necessary to 'unlock the doors' of opportunity which the current design does not allow" (p. 9). The evidence is consistent with the view that it is time for public education to redesign today's schools to build a stronger tomorrow.

The next section describes the convergent parallel mixed methods research design used for this research study and the rationale for the selection of this approach. Additionally, the section addresses information related to the specific type of program evaluation, justification for using a program evaluation, and outcomes and performance measures that were used. Next, the setting and characteristics of the selected study population, the population from which the samples were drawn, the sampling method, sample size, eligibility criteria for study participants, and characteristics of the selected samples are addressed. In addition, concurrent strategies are described. For the qualitative sequence, a description of strategies are provided, including the procedures used to gain access to participants, the plan around the number and duration of individual and focus group interviews, methods used to establish a researcher-participant working relationship, how data triangulation was built into the data collection and analysis, and the role of the researcher in the data collection process. For the quantitative sequence of the design, descriptions of instrumentation tools are provided including, data collected, concepts measured, how responses and/or scores were calculated, rated and interpreted, the processes for assessment of reliability and validity of instruments, the processes needed to complete instruments by participants, where raw data was available, and an explanation of data used to measure each variable in the study. Data analysis and validation procedures were addressed including, analysis procedures within the design,

analysis between the qualitative and quantitative approaches, validity and trustworthiness of both the quantitative and qualitative findings, procedures for the integration of qualitative and quantitative data, and the integration of the findings from the two approaches. Measures taken to protect participants' rights are summarized including issues of confidentiality, informed consent, and protection from harm. Finally, since the research study is a program evaluation, the limitations of the evaluation are reported.

Section 2: The Methodology

Introduction

This section addresses the methodology used in this project study. It contains fourteen sections. The first section explains the justification of a mixed methods design for this project study, while the second section offers a brief discussion of the program evaluation. The third section provides the rationale of employing an objective based program evaluation for this study. The fourth section describes the convergent parallel mixed methods research design. The setting and sampling are described in section five, followed by ethical considerations, the role of the researcher, and use of formative and summative data collection. A description of the focus group and individual interviews are provided, followed by data collection and analyses. An explanation of the integration of quantitative and qualitative is presented in section twelve followed by a section on validity and trustworthiness. Finally, limitations of the research study are presented.

The methodology section of this study provides information on the employment of quantitative and qualitative research methods to collect and analyze data. Quantitative data included data gathered from twenty-seven classroom teachers using a pre established survey instrument to measure teacher empowerment as well as an analysis of student achievement data to discover if improvements occurred after the conversion to the Innovation School. Qualitative components consisted of focus group and individual interviews and examination of documents. This allowed for a comparison of quantitative and qualitative results and offered stronger, more valid data. A convergent, parallel mixed methods design allowed me to collect quantitative and qualitative data at the same

time, and allowed me to compare the data to determine if there were similarities, differences, or a combination of both (Creswell, 2009, p. 213).

Mixed Methods Justification

I used a mixed methods research design this project study. Mixed methods allow a researcher to collect, analyze and combine both quantitative and qualitative research and methods to understand the addressed research problem (Creswell & Plano Clark, 2008). An advantage of using a mixed methods approach to determine the impact an Innovation School has on teacher empowerment, participatory decision making and collaboration, as well as on student achievement lies in the greater insight gained from the combination of both quantitative and qualitative research. Lodico et al. (2010) stated that a great advantage of a mixed methods research design is that it provides an in-depth look at context, processes, and interactions and precise measurement of attitudes and outcomes (p. 282). By providing statistical information, as well as rich descriptions, a compelling presentation can emerge regarding the effects of school redesign on a school environment.

The major principle of pragmatism allows researchers to use both paradigms (quantitative and qualitative methods) in a single research study. The compatibility of these approaches is apparent due to the similarities of the fundamental values inherent in each paradigm (Tashakkori & Tedlie, 1998). The deconstructive nature of a pragmatic philosophy gives a researcher conducting mixed methods research the ability to integrate many theoretical perspectives when interpreting data. Creswell (2009) claimed that the foundational concepts of pragmatism allow multiple theoretical perspectives to be utilized by a researcher using a mixed methods research approach when interpreting data.

According to this view, pragmatism substantiates mixed methods research, as it contributes a broader explanation of a phenomenon than either quantitative or qualitative research alone might allow.

Program Evaluation

In an effort to demonstrate the effects of an Innovation School, this study used a program evaluation to build a general understanding of, and knowledge about, the level of success of the Paul Revere Innovation School. This was the first school in the state of Massachusetts to convert from a traditional elementary school to one that operates similar to charter schools while remaining a part of the public school district. Spaulding (2008) explained that program evaluation is a process of examining existing programs to determine their value and to recommend strategies for program improvement (p. 5). Program evaluation is different from research as it is used for decision making. The evaluation provides recommendations for improvement, revisions, and refinements that the program may or may not decide to implement. Lodico et al. (2010) stated that the difference between program evaluation and research is based on the way the researcher approaches and works with participants (p. 327). This distinguishes traditional research from program evaluation. Spaulding (2008) explained, “in general, a program evaluator works with the client to create an agreement prior to the commencement of the evaluation” (p. 6). This feature also sets program evaluation apart from research.

Objective-Based Program Evaluation

An objective-based program evaluation allowed for an examination of the Innovation School in order to determine its value and provide recommendations for programmatic modifications and accomplishment. Spaulding (2008) stated that the

objective-based approach is the most common method of program evaluation and uses objectives that are created by both the client and the evaluator (p. 12). Objectives were clearly stated in the Paul Revere Innovation School Prospectus, which was submitted to the superintendent, the Revere School Committee, and The Department of Elementary and Secondary Education. Therefore, an objective-based program evaluation allowed me to evaluate the objectives found in the prospectus. These objectives included:

a) incorporation of a structured advisory program,
b) utilization of a specific data system to organize student progress data
c) implementation of project based learning,
d) adoption of an inclusion model focused on students with disabilities,
e) programming for English Language Learners to create student achievement,
f) redesign of the school calendarand weekly schedule increasing student learning time (The Paul Revere Elementary School Innovation Plan, p. 4).

The goal of this program evaluation was to evaluate the effectiveness of the Paul Revere Elementary Innovation School. A second goal of the program evaluation was to allow school and district individuals to build their general understanding and knowledge of Innovation Schools and inform practice.

Convergent Parallel Mixed Methods Design

Creswell and Plano Clark (2011) explained:

> The convergent parallel mixed methods occurs when a researcher uses concurrent timing to implement the quantitative and qualitative strand during the same phase of the research process, prioritizes the methods equally, and keeps the strands independent during analysis and then mixes the results during the overall

interpretation. pp. 70-7

The intent of this convergent parallel mixed methods study was to evaluate the impact the conversion to an Innovation School has had on teacher collaboration, teacher empowerment, participatory decision making, and distributed leadership, and to examine whether these variables had an impact on student achievement. In this study, analysis of a pre established survey measured the relationship between a redesigned school structure and empowerment. In addition, analyses of grades three, four, and five student test scores from the Massachusetts Comprehensive Assessment System (MCAS) measured the effect the Innovation School has had on student achievement. At the same time, an exploration of teacher and parent perceptions of participatory decision making and distributed leadership through individual and focus group interviews occurred. The reason for combining both quantitative and qualitative data was that the convergence of broad numerical trends and detailed personal views provided a better understanding of this research problem than either type of data could have provided by itself. There are limitations to this strategy. It is not easy to conduct mixed methods research, as a researcher must analyze both quantitative and qualitative data during several phases of the research study (Creswell, 2008). It is also time consuming and requires extensive data collection and analysis. I considered the limitations while conducting the program evaluation.

Setting and Sample

The plan of this project study was to observe the study participants in their naturally occurring environment. Therefore, the program evaluation took place at the Paul Revere Innovation School. This was the only school evaluated. Teachers, parents,

community members, and administrators participated in the program evaluation.

I used purposeful sampling using key informants for the qualitative portion of the project study. Merriam (2009) explained that the aim of purposeful sampling is a non-random method of sampling that allows the researcher to discover and understand in order to learn about issues of paramount importance (p. 77). In this case, there was much to understand and insight to be gained from the various stakeholders at the Paul Revere Innovation School.

Teachers from the Paul Revere Innovation School participated in the completion of a pre established survey instrument, and participated in focus group or individual interviews. All twenty-seven full-time teachers at the Innovation School completed the pre-established survey and many participated in either individual or focus group interviews. I asked twenty parents who have children in grades three, four, or five to participate in focus group interviews. I purposefully selected parents of children in the intermediate grades whose child had attended the school for at least five years. The rationale for selecting parents from the intermediate grades was to ensure that they witnessed the conversion of the Paul Revere Elementary School to the Paul Revere Innovation School. Participation in this study was strictly voluntary, and an informed consent form provided participants with an understanding of the research study and the voluntary nature of their participation in the project study (Appendix B). The informed consent form detailed the program evaluation process, described risks involved, and explained that their participation in the study was voluntary and that they had the right to withdraw from the study without consequences at any time.

All teachers invited to participate in the study held a valid teaching license in their appropriate teaching area from the Massachusetts Department of Elementary and Secondary Education (DESE). Fifteen teachers had been at the school for less than 10 years, while there were 12 teachers who had been at the school for more than 10. The full-time teaching staff was comprised of all female professionals. There were two male part-time physical education teachers who were not invited to participate in the research study as they were only in the building one day a week.

The members of the Paul Revere Innovation School Governing Board, which consisted of 12 members, also took part in the program evaluation through focus group interviews. The board consisted of the school principal, four teachers, five parents, and two community partners. The chair of the Governing Board was a retired urban district superintendent who now works part-time for the Executive Office of Education and oversees a DESE/Massachusetts Association of School Superintendents mentoring program for new superintendents. Representing Solidworks Corporation, a technology company that develops and markets 3D CAD software and a partner with the Innovation School, was the Vice-President of Enterprise Applications and Technology. The five parents on the board had a total of nine children, and all of them attended the Innovation School during this project study. One parent was from Central America, another was Portuguese, and three were American. All of the teachers on the board were female. Two of the teacher board members had less than five years of teaching experience, but taught solely at the Paul Revere Innovation School. The other two teacher/board members had more than 14 years of teaching experience, the majority of their time spent at the Paul Revere School. The final member of the Governing Board was the school

principal. She was the principal of the school for the past three years and was specifically hired by the staff to assist them on their quest to convert their conventional elementary school to an Innovation School. The superintendent of schools allowed the Innovation School Design Team to interview and select the principal who would then lead them through the planning, approval, and implementation stages.

For the first part of the quantitative portion of this mixed-methods program evaluation, I used a one- sample *t*-test to analyze the results of the pre established survey developed by Short and Rinehart (1992). A statistical power analysis determined if the sample size was large enough to attain a desirable level of precision. The table below describes the results of the statistical power analysis.

Table 1

Summary Information for a Statistical Power Analysis

Test	Sample Size	Significance	Power	Effect Size	Standard Deviation
One-sample *t*-test	27	.05	≥.9	.8	≈1

The purpose of a power analysis is to provide the researcher with the information necessary to address research questions in a precise fashion. Power analysis is an important component of any quantitative portion of a project study. As a result of conducting the statistical power analysis, I believed that the statistical significance test, the one-sample *t*-test, will reject the null hypotheses associated with the School Participant Empowerment Scale (Appendix D).

The next quantitative portion of the program evaluation examined student performance. It is important to understand that student performance on the MCAS uses three separate but related numerical quantifiers, raw score, scaled score, and composite

proficiency index (CPI). Each presents unique challenges to use in a research study. CPI utilizes six descriptive categories used to rate performance. Each is associated with a specified range on the proficiency index spectrum from 0 to one-hundred with twenty-five point intervals between ranges. As a result, a significant change in student performance cannot be reliably noted.

Scaled scores demonstrate results in grade 4 and grade 5 but not in grade 3. Thus, the conversion of raw scores to scaled scores was statistically inappropriate. Students' raw scores were the only metric that was commonly reported in all grades and appeared to be the reasonable choice to compare achievement in the proposed categories. The only minor difficultly occurred in the paired samples *t*-test. When comparing student performance in grade 3 mathematics to the same student performance in grade 5 mathematics, the total test values were weighed differently. Statistically, it was appropriate to compare these scores proportionally.

One issue that required adjustment was the open response questions that had different maximum values; 2 points for grade 3 versus 4 points for grade 5. In addition, the grade 5 students had the opportunity to score a total of 6 more points on multiple choice questions than their counterparts in grade 3. In order to resolve both issues, I revalued the grade 5 mathematics test for open response questions and additionally, I applied a factor of 1.15 to the grade 3 raw scores in the mathematics paired sample analysis. As a result, to measure student achievement through analyses, I used raw scores from the MCAS tests on all *t*-tests. The raw score is the actual number of points a student earned. The total number of points earned varied by grade level because the number of test items varied from grade to grade. At grade 3, students were able to earn a

total of 41 points in English language arts (ELA) and a total of 40 points in mathematics. At grade 4, students were able to earn a total of 72 points in ELA and a total of 54 points in mathematics. Finally, grade 5 students were able to receive a total of 52 points in ELA and 54 in mathematics.

I analyzed a sample of 41 student MCAS results from grade 3 in 2009 and 2011. Identification of the students occurred using SPSS 18.0 random number generator. Plano Clark and Creswell (2008) stated that random sampling allows each unit to have an equal chance of being included in the sample (p. 202). I used an independent-samples *t*-test to compare the difference of the means of both test results. A statistical power analysis determined if the sample size was large enough to attain a desirable level of precision. The table below describes the results of the statistical power analysis.

Table 2
Summary Information for a Statistical Power Analysis, (Grade 3)

Test	Sample Size	Significance	Power	Effect size
Independent-samples t-test	Group 1=41 Group 2=41	.05	≥.70	.3

As a result of conducting the statistical power analysis, I believed that the statistical significance test, the independent- samples *t*-test, would accept or reject the null hypothesis associated with student achievement. The independent samples *t*-test assessed whether the means of each group analyzed were statistically different from each other as a result of the conversion to an Innovation School.

I once again used raw scores to compare grade 4 and grade 5 MCAS results from 2009 to 2011. Students received a score ranging from 0-54. Once again, the SPSS random number generator produced the sample. A statistical power analysis was

determined if the sample size was large enough to attain a desirable level of precision. The table below describes the results of the statistical power analysis for grades 4.

Table 3

Summary Information for a Statistical Power Analysis (Grade 4)

Test	Sample Size	Significance	Power	Effect size
Independent-samples t-test	Group 1=41 Group 2=41	.05	≥.7	.34

The table below describes the results of the statistical power analysis for grades 5.

Table 4

Summary Information for a Statistical Power Analysis (Grade 5)

Test	Sample Size	Significance	Power	Effect size
Independent-samples t-test	Group 1=41 Group 2=41	.05	≥.6	.3

Finally, SPSS 18.0 software's random number generator produced the sample necessary to conduct a paired-samples *t*-test using MCAS results of 41 students who were in grade three in 2009 and compared them with their 2011 grade 5 MCAS results. Since this was the only cohort that had individual scores that had the ability to be analyzed pre and post Innovation School, it was important to take a close look at this group's student achievement. A statistical power analysis determined if the sample size was large enough to attain a desirable level of accuracy. The next table describes the results of the statistical power analysis.

Table 5

Summary Information for a Statistical Power Analysis (Grade 3 and Grade 5)

Test	Sample Size	Significance	Power	Effect
Paired-samples t-test	Group 1=41 Group 2=41	.05	≥ .8	.85

As a result of conducting the statistical power analysis, I believed that the statistical significance test, the paired-samples *t*-test, would reject the null hypothesis associated with student achievement.

The 2012 Massachusetts Department of Elementary and Secondary Education statistics on the Paul Revere Innovation School indicators revealed the following information:

a) school population 410,

b) males 201,

c) females 209,

d) low-income 79.3%

e) first language not English 45.4%,

f) limited English proficient 18.3%,

g) special education 13.7%,

h) White 49.3%,

i) Hispanic 39.5%, and

j) other 11.2%.

Because the Paul Revere Innovation School had a high-poverty and diverse student population, I believed that the findings of this study could demonstrate to other urban

schools that this school redesign model can illuminate and clarify the construct and practices of Innovation Schools.

Strategy of Inquiry

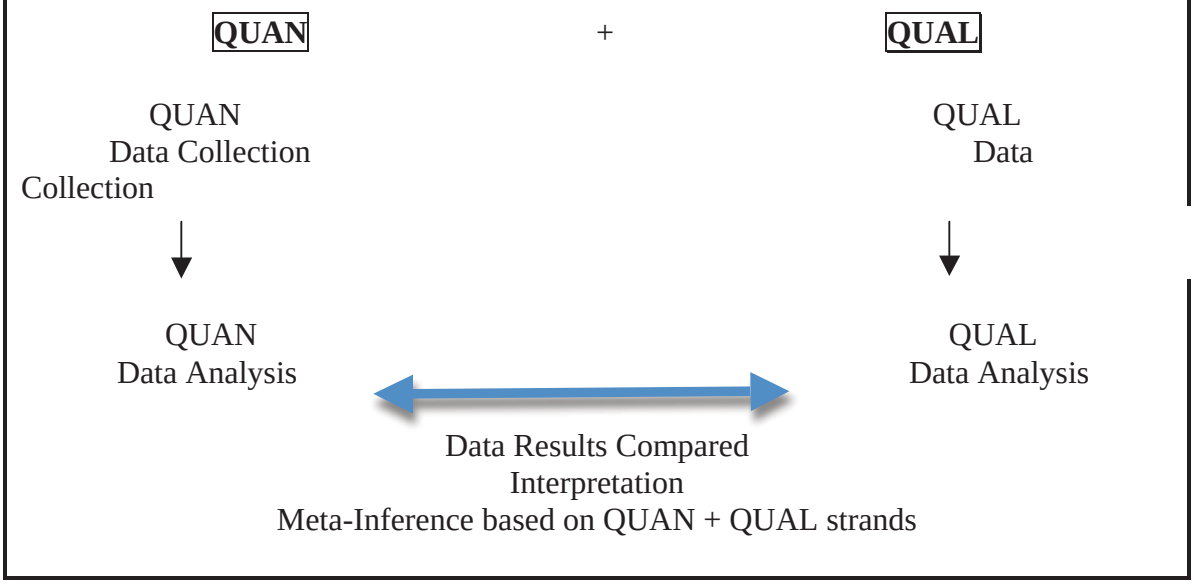
A mixed methods project study employs various concurrent strategies. Because qualitative inquiry is based on description and constructivism, the emphasis of qualitative research is on process and meanings. Merriam (2009) explained that qualitative research focuses on understanding how participants construe their experiences and how they theorize their environment (p.5). Lodico et al. (2010) explained that qualitative research targets social phenomena and on allowing the participants involved in a study to explain their perceptions of experiences (p. 264). The qualitative research study section of the convergent, parallel mixed methods design aimed at gaining insight into teachers' attitudes, behaviors, values, motivations and perceptions. Therefore, the qualitative portion of the project study followed a phenomenological research design. The strategy of inquiry used for the research study was program evaluation. Lodico et al. (2010) explained that a program evaluation is designed to observe programs to determine their strengths and weaknesses and to make recommendations for improvements to the program (p. 317).

The quantitative portion of the project study applied two separate quantitative research approaches to determine the impact of the Innovation School on teacher empowerment and student achievement. A descriptive survey research design provided the method to analyze the results of the School Participant Empowerment Survey (Appendix D). Lodico et al. (2010) stated that descriptive survey research allows a researcher to obtain information about participants' perceptions, attitudes, and beliefs

regarding a specific educational issue (p. 12). In the second approach, the examination and analyses of student MCAS results employed an experimental research design. Through the examination of analyses of the SPES survey and student MCAS results, I was able to determine whether or not the creation of an Innovation School increased teacher empowerment as well as student achievement.

A convergent parallel design is considered the most popular of the six types of mixed methods designs. A convergent parallel design occurs when a researcher uses concurrent timing to implement the quantitative and qualitative strands during the same phase of the research process, prioritizes the methods equally, and keeps the strands independent during analysis and then mixes the results during the overall interpretation. (Creswell & Plano Clark, 2011, p. 70) Figure 1 provides a visual representation of this type of research design.

Figure 1. Convergent Parallel Design



Ethical Considerations

This project study commenced once approval was received from the Institutional Review Board (IRB). Prior to the commencement of the project study, I received a National Institutes of Health (NIH) certification after successfully completing the web based training course titled *Protecting Human Research Participants*. This training was mandatory in order to receive IRB approval. The superintendent of schools granted me permission to conduct a program evaluation at the Paul Revere Innovation School (Appendix A). Informed consent forms adhered to the specifications listed by Walden University. Participation in this project study was strictly voluntary, and participants could withdraw at any time if they felt uncomfortable or changed their mind. Special care taken to ensure that ethical procedures protecting participants during the project study was taken. Debriefing between the participants and me occurred to ensure accuracy of information.

I reported findings from this study in a manner that protected the participants. I did not use names or identifying information in this study. I processed data collected and coded them with numbers to ensure the confidentiality of all participants an placed all collected coded information and documentation in a locked file in my home office. Finally, all records will be destroyed five years after the conclusion of the study.

The Role of the Researcher

The primary goal in the program evaluation was to collect data through the administration of a pre established survey, to compare student achievement scores pre and post Innovation School conversion, to conduct individual and focus group interviews, and to analyze and interpret participants' perceptions and beliefs around teacher

empowerment, participatory decision making, and distributed leadership. I had forty-two years of public education experience in the Revere Public Schools, and worked at the elementary, middle, and secondary levels. I had seventeen years of administrative experience, two years as an assistant principal, four years as an elementary school principal, and eleven as an assistant/deputy superintendent.

The performance agreement between the Paul Revere Innovation School and the Revere School Committee requires an annual evaluation of the Innovation School. The annual evaluation provides stakeholders of the Innovation school with a determination of the degree of achievement in regards to the objectives stated in The Paul Revere Elementary School Innovation Plan. Thus, the staff and administration were not surprised that I scheduled a program evaluation to be conducted at their school, especially since in 2010, I participated in the annual evaluation of the Paul Revere Innovation School.

Formative and Summative Data Collection

I collected formative and summative data from administrators, parents, teachers, community members, and teacher union representatives from the Paul Revere Innovation School during the spring of 2012. The superintendent of schools granted permission for me to conduct a program evaluation of the Paul Revere Innovation School. In order to establish a researcher-participant working relationship, an introductory meeting informed the school community about the impending research study and program evaluation. Additional communications sent through notices and e-mail further described the project study and helped to build a working relationship as well as to address any concerns. Finally, by attending a Governing Board meeting, I was able to further explain the nature

and purpose of the project study.

There are various ways to collect data from people. One such data collection method includes surveys or self-report measures. A Likert scale survey, using a pre established instrument, was administered to teachers at the Innovation School. In general, surveys are used to collect information to illustrate and compare knowledge, attitudes, and behavior. Lodico et al. (2010) explained that survey research allows the researcher to obtain perceptions, beliefs, or views about an issue from a large group of people (p. 157). I administered the School Participation Empowerment Scale (SPES) (Short & Rinehart, 1992) in order to measure teachers' perceptions of their level of empowerment. It contained 38 statements requiring a neutral, agree, strongly agree, disagree or strongly disagree response. This instrument contained six subscales:

a) decision making,
b) professional growth,
c) status,
d) self-efficacy,
e) autonomy, and
f) impact.

Reports stated that Coefficient alpha for the total scale was .94 and those for the six factor scales ranged from .81 to .89. The split-half reliability of this instrument was .75 (Short & Rinehart, 1992). The researchers developed the SPES scale by initially asking teachers to record ways that they felt empowered in the schools in which they taught (Short & Rinehart, 1992, p. 248). Of the 110 items generated by the teachers, a panel of judges agreed that 75 reflected empowerment components as indicated by research. The

panel of judges also agreed that sixty-eight of the items were representative of teacher empowerment. A factor analysis on the 68-item instrument yielded 38 items retained on six teacher empowerment factors. There were 10 items that addressed the Decision making construct, six addressed Impact, four addressed Autonomy, six addressed Self Efficacy, six addressed Professional Growth, and six addressed the Status construct. These 38 items became the final SPES survey used to gather information regarding teachers' beliefs pertaining to the six identified dimensions of empowerment.

I contacted the researchers for permission to use the SPES survey instrument as part of this project study, and received permission by Dr. Paula M. Short on November 8, 2011. The results from the administration of this survey allowed me to conduct statistical analysis and collate the results in a variety of ways including graphs, tables, and median.

Interviews

One to one interviews were part of the program evaluation. Individual interviews lasted approximately 30 minutes. I created an interview protocol supported by research in order to guide data collection in an organized and direct manner (Lodico et al. 2010). I asked interviewees six to eight open-ended questions that were linked to specific evaluation objectives. The development of subquestions or probes helped to guide the interview process. I scheduled focus group interviews, lasting approximately one hour, with representatives from the Governing Board, parents, and teachers. Creswell (2008) explained that focus groups can provide shared understanding from the collective group as well as obtaining the opinions of specific members of the focus group. This type of interview is advantageous when the interaction amongst the group results in quality information and when the focus group consists of similar interviewees who are

cooperative with one another. The conversations during focus group interviews were profound due to the varied perceptions of the members of the group. In addition, I collected rich data through direct interaction with the participants. Focus group interviews allowed participants to build on one another's responses, thus providing rich data (Spaulding, 2008). I conducted all individual and focus group interviews. Interviews were tape-recorded, transcribed, and analyzed through open coding which allowed for the emergence of themes. I kept field notes during the interviews and reviewed them with all interviewed parties prior to being incorporated into this study.

Additional Data Collection

I received permission to use student data for the Paul Revere Innovation School from the superintendent of schools of the Revere Public Schools district (Appendix O: Data Use Agreement). This included standardized student test data using the Massachusetts Comprehensive Assessment System (MCAS). I reviewed the data and compared the most recent results with results prior to the implementation of the Innovation School.

Documents examined included Governing Board agendas and minutes of meetings and other pertinent materials. Permission from the Governing Board allowed me to use them as sources of information for the project study. Additional materials examined included professional development agendas and the school improvement plan. The collected documents provided me with a rich source of information.

Raw data was available by request. I stored all raw data electronically as well as through paper based approaches. I recorded raw data and placed it in notebooks with numbered pages. In addition, I completed the recording of data as soon as possible after

the collection of data. I kept copies of notebooks, consent forms, and raw data at my home for safekeeping. Finally, I backed up all electronic data on a flash drive along with a hard copy. I stored all electronic data in a secure file on my personal computer, which had appropriate virus and security protection.

Data Analyses

Qualitative and quantitative data analyses occurred using a convergent, parallel design. A convergent, parallel mixed methods design required me to collect quantitative and qualitative data at the same time, which allowed me to compare the data to determine if there were similarities, differences, or a combination of both (Creswell, 2009, p. 213). Lodico et al. (2010) stated that a great advantage of a mixed methods research design is that it provides a detailed look at context, processes, and interactions and precise measurement of attitudes and outcomes (p. 282). By providing statistical information, as well as rich descriptions, a stronger presentation of results emerged regarding the effects of school redesign on a school environment.

Quantitative Analyses

I conducted quantitative data analyses through the use of version 18.0 of SPSS for Windows and version 18 for the Macintosh. There were several quantitative, analytic procedures conducted. A simple random sample technique allowed me to select the sample to be analyzed in order to determine if student achievement improved through the comparison of 2009 MCAS student results with student results of 2011. I performed independent-samples and paired-samples *t*-tests for the analyses of data.

I examined student scores at each tested grade level as well as a cohort of students who attended the school prior to and after the conversion of the Paul Revere Elementary

School to the Paul Revere Innovation School. These test results reflect the last year the school operated as a traditional public school, and include a year of planning and the first year of implementation of the Innovation School. Using statistical analyses, I performed one-sample *t*-tests and paired-samples *t*-tests. Green and Salkind (2011) explained that the use of a *t*-test assesses hypotheses and evaluates whether or not the mean of a test variable is significantly different (p. 163). In this study, I used the 2011 MCAS raw scores of 41 students from each tested grade level, grades three, four, and five separately, using the simple random sampling technique, and compared them the with the 2009 MCAS raw scores of 41 randomly selected students at each grade level. I analyzed English language arts and mathematics scores separately. In addition, I performed independent-samples *t*-tests at each tested grade level and analyzed them independently. A statistical power analysis determined if the sample sizes were large enough to produce a desirable level of precision.

I conducted an independent-samples *t*-test was on the Grade 3 ELA MCAS scores to evaluate whether the mean difference between two separate testing years was significant. This analysis used student test results prior to the conversion of the Paul Revere Elementary School to an Innovation School and compared student scores after a year of planning and a year of implementation of the Innovation School. With alpha set at .05, the independent samples *t*-test proved that the means were significantly different, $t(41) = 2.54$, $p = .013$. The means were 35.41 (2009) and 38.78 (2011), and the standard deviation was 6.38 and 5.56 respectively. A 95% confidence interval of the differences was [0.73, 6.00]. The effect size of .54 indicates a medium effect size. These results

support the conclusion that the Innovation School significantly impacted student achievement on this particular test.

Next, I conducted an independent-samples *t*-test on the Grade 3 mathematics MCAS raw scores to evaluate whether the mean difference between two separate testing years was significant. The analysis relied on student results prior to the conversion of the Paul Revere Elementary School to an Innovation School and compared student scores after a year of planning and a year of implementation of the Innovation School. With alpha set at .05, the independent samples *t*-test proved that the means were significantly different, $t(41) = 2.49$, $p = .015$. The means were 30.07 (2009) and 33.48 (2011), and the standard deviation was 6.43 and 5.95 respectively. A 95% confidence interval of the differences was [0.69, 6.14]. The effect size of .53 indicated a medium effect size. These results support the conclusion that the Innovation School significantly impacted student achievement on the grade three mathematics MCAS test.

The next test results to be analyzed were grade 4. An independent-samples *t*-test was conducted on the Grade 4 ELA MCAS raw scores to evaluate whether the mean difference between two separate testing years was significant. The analysis used student results prior to the conversion of the Paul Revere Elementary School to an Innovation School and compared them to student scores after a year of planning and a year of implementation of the Innovation School. With alpha set at .05, the independent samples *t*-test proved that the means were significantly different, $t(41) = 2.28$, $p = .025$. The means were 48.31 (2009) and 51.90 (2011), and the standard deviation was 7.39 and 6.81 respectively. A 95% confidence interval of the differences was [0.46, 6.71]. The effect

size of .49 indicated a medium effect size. These results also support the conclusion that the Innovation School significantly impacted student achievement on this particular test.

Next, I conducted an independent-samples *t*-test on the Grade 4 mathematics MCAS raw scores to evaluate whether the mean difference between two separate testing years was significant. This analysis used student test results prior to the conversion of the Paul Revere Elementary School to an Innovation School and compared them to student scores after a year of planning and a year of implementation of the Innovation School. With alpha set at .05, the independent samples *t*-test proved that the means were significantly different, $t(41) = 2.04$, $p = .045$. The means were 35.82 (2009) and 40.00 (2011), and the standard deviation was 9.63 and 8.91 respectively. A 95% confidence interval of the differences was [0.09, 8.25]. The effect size of .44 indicated a medium effect size. These results support the conclusion that the Innovation School significantly impacted student achievement on the grade four mathematics MCAS test.

Again, I conducted an independent-samples *t*-test on the Grade 5 ELA MCAS raw scores to evaluate whether the mean difference between two separate testing years was significant. This analysis used student results prior to the conversion of the Paul Revere Elementary School to an Innovation School as compared to student scores after a year of planning and a year of implementation of the Innovation School. With alpha set at .05, the independent samples *t*-test proved that the means were significantly different, $t(41) = 2.66$, $p = .010$. The means were 35.39 (2009) and 39.34 (2011), and the standard deviation was 7.72 and 5.57 respectively. A 95% confidence interval of the differences was [0.99, 6.91]. The effect size of .57 indicated a medium effect size. These results

also support the conclusion that the Innovation School significantly impacted student achievement on the grade five ELA MCAS test.

Next, I conducted an independent-samples *t*-test on the Grade 5 mathematics MCAS raw scores to evaluate whether the mean difference between two separate testing years was significant. This analysis used student test results prior to the conversion of the Paul Revere Elementary School to an Innovation School and compared them with student scores after a year of planning and a year of implementation of the Innovation School model. With alpha set at .05, the independent samples *t*-test proved that the means were significantly different, $t(41) = 2.51$, $p = .015$. The means were 34.31 (2009) and 40.73 (2011), and the standard deviation was 14.22 and 8.13 respectively. A 95% confidence interval of the differences was [1.30, 11.53]. The effect size of .54 indicated a medium effect size. These results support the conclusion that the Innovation School significantly impacted student achievement on the grade five ELA MCAS test.

Next, I performed a paired-sample *t*-test on the ELA MCAS results of 41 students, selected using the simple random sample technique, who were in grade three in 2009 and compared them with their 2011 grade 5 MCAS results. This is perhaps the strongest test of the hypotheses of the study which I obtained from a pre and post analysis of the standardized achievement data from a group of students (N=41) because these students learned under both the traditional and the Innovation School format. This is the lone cohort of students who attended the Paul Revere School prior to the conversion to an Innovation School and remained at the school through 2011. A statistical power analysis revealed a result of .40. As a result of conducting the statistical power analysis, I believed that the statistical significance test, the paired samples *t*-tests, would reject the

null hypothesis associated with student achievement. The paired-samples *t*-test assessed whether the means of each group analyzed were statistically different from each other as a result of the conversion to an Innovation School. I conducted a paired-samples *t*-test to evaluate whether the mean difference between two separate testing years was significant. The analysis used student test results prior to the conversion of the Paul Revere Elementary School to an Innovation School and compared them with student scores after a year of planning and a year of implementation of the Innovation School redesign model. With alpha set at .05, the paired samples test proved that the means were significantly different, $t(41) = 2.22$, $p = .031$. The means were 35.39 (2009) and 37.36 (2011), and the standard deviation was 7.93 and 6.44 respectively. A 95% confidence interval of the differences was [0.18, 3.78]. The effect size of .35 indicated a small to medium effect size. These results support the conclusion that the Innovation School significantly impacted student achievement on this particular test.

Finally, I conducted a paired-samples *t*-test to evaluate whether the mean difference between two separate testing years was significant. The evaluation relied on student results in mathematics prior to the conversion of the Paul Revere Elementary School to an Innovation School and compared them to student scores after a year of planning and a year of implementation of the Innovation School redesign model. Again, this analysis is perhaps the strongest test of the hypotheses of the study obtained from a pre and post analysis of the standardized achievement data from a group of students (N=41) who learned under both the traditional and the Innovation School format. With alpha set at .05, the paired samples test proved that the means were significantly different, $t(41) = 3.41$, $p = .001$. The means were 36.07 (2009) and 39.14 (2011), and the

standard deviation was 6.24 and 7.30 respectively. A 95% confidence interval of the differences was [1.27, 4.88]. The effect size of .54 indicated a medium effect size. These results support the conclusion that the Innovation School significantly impacted student achievement on this particular test.

In conclusion, analyses of student MCAS raw scores at each grade level and through an analysis of a cohort of students who attended the Paul Revere Innovation School pre and post Innovation School conversion were all significant. In total, I conducted eight separate *t*-tests to determine if student achievement was significantly impacted as a result of the conversion to an Innovation School. These results make a strong case for Innovation Schools and imply that this form of school redesign provides an environment where students can achieve at higher levels. As a result, the null hypothesis, H_0: The creation of an Innovation School has not improved student achievement, is rejected, and a conclusion is made that student achievement was significantly impacted as a result of the creation of an Innovation School.

Results of the analysis of data obtained from Short and Rinehart's (1992) School Empowerment Scale yielded six dimensions of empowerment within the school organization. I grouped responses according to their appropriate dimension and analyzed each group for mean and standard deviation. I used nonparametric procedures based on rank and median to further analyze the data in addition to distribution free methods such as frequencies. I noted the number of responders to the survey in addition to the mean for each dimension as well as the standard deviation. Assessment included looking at teachers with less than 10 years of teaching and comparing the results with teachers with more than 10 years of experience. I also used graphs to display the survey analyses.

As stated in previous chapters, the purpose of this study was to research the effect of the Innovation School redesign model on empowerment, collaboration, participatory decision making, distributed leadership, and student achievement. The School Participant Empowerment Scale (SPES) developed by Short and Rinehart measured teachers' perception of empowerment. I obtained data from twenty-seven participants. Twelve teachers, forty-four percent of teachers, had 10 or more years experience teaching while fifteen teachers, fifty-five percent, had less than 10 years.

To determine if the hypothesis, H_{02}: The creation of an Innovation School has not improved participatory decision making, teacher collaboration, teacher empowerment and job satisfaction could be rejected, I administered the SPES survey. The following provides a discussion of the results.

The mean scores on the six subscales or dimensions of the School Participant Empowerment Scale (SPES) ranged from 3.61 to 4.75. Teachers scored the highest on the Professional Growth subscale of the SPES (M= 4.75, SD = .321), and they scored the lowest on the decision making subscale (M= 3.61, SD = .563). Descriptive statistics of the SPES appear in Table 6. The mean score of all subscales of the SPES was 4.34. The results lend support to the theory that the creation of an Innovation School as a redesign model increases teacher empowerment and its component parts (autonomy, professional growth, impact, status, self-efficacy, and decision making).

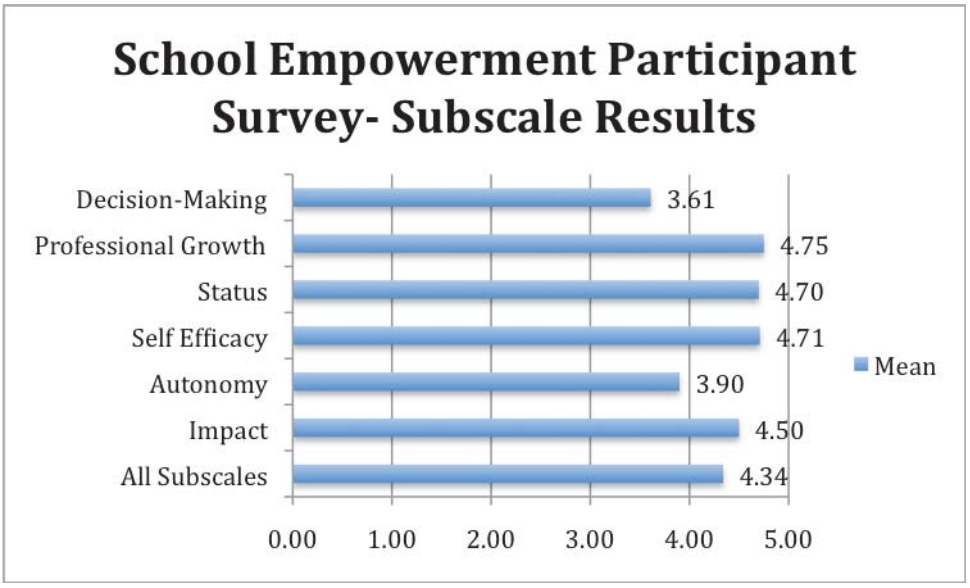
Table 6

Descriptive Statistics for the SPES Survey Subscales

	Mean	Standard Deviation	Min	Max	Sig	Median
Decision making	3.61	.563	2.50	5.00	< .001	3.61
Professional Growth	4.75	.321	4.00	5.00	< .001	4.83
Status	4.70	.351	3.83	5.00	< .001	4.83
Self-Efficacy	4.71	.356	4.00	5.00	< .001	4.80
Autonomy	3.90	.629	2.75	5.00	< .001	3.75
Impact	4.50	.425	3.50	5.00	< .001	4.80
All subscales	4.34	.513	3.61	4.75	< .001	4.50

A chart showing the mean score for each subscale appears in Figure 2 and provides a visual reference to compare each category. The chart provides numerical data in a format that is easily understood by all. Visual learners often find that information is easier to understand when it is explained with the aid of a chart or picture. Furthermore, it is easier for the audience to see trends and comparisons on a chart, rather than to calculate them from the raw data.

Figure 2: Mean subscale scores of the SPES Survey



Six one-sample *t*-tests investigated H_{A2}. The *t*-tests determined whether the six subscales deviated significantly from the hypothesized mean score of 3.00 (test value) on the SPES. I measured each of the School Participant Empowerment Scale's subscales or dimensions against the mean score of 3.00. I used this value was in light of the absence of any known SPES population value for non-empowered elementary schools. The use of this value likely makes this SPES statistical analyses and findings conservative. Nonetheless, these results provide relevant information regarding the degree to which conditions in the Paul Revere Innovation School fostered teacher empowerment. Table 7 provides the results of the analysis of the School Participant Empowerment Survey.

Table 7

Analysis of School Participant Empowerment Survey

	Results	Test Value	*T*(27)	*SIG*	*df*	*LL* (95% CI)	*UL* (95% CI)
Decision making	3.61	3.00	5.63	< .001	26	0.39	0.83
Decision making*	3.87	3.00	7.65	< .001	26	0.64	1.11
Professional Growth	4.75	3.00	28.26	< .001	26	1.62	1.87
Status	4.70	3.00	25.03	< .001	26	1.55	1.83
Self-Efficacy	4.71	3.00	24.93	< .001	26	1.57	1.85
Autonomy	3.90	3.00	7.24	< .001	26	0.63	1.13
Impact	4.50	3.00	18.46	< .001	26	1.34	1.68

Note. CI = confidence interval representing the difference between the population mean and test value; *LL* = lower limit; *UL* = upper limit; * = decision making subscale with items # 13 and # 19 omitted.

All of the subscale scores were significantly different than the hypothesized mean score of 3.00. One issue that deserves to be mentioned is the type of statements that appeared in the decision making subscale. There were ten statements that related to the decision making subscale. Klecker and Loadman (1996) explained that decision making in the SPES survey referred to participation of teachers in important decisions that directly relate to and affect their working conditions such as budget, hiring of teachers, schedule, curriculum, and other programmatic areas (p. 13). Teachers responding to the SPES survey in this research study responded low on two particular items, item 13, M = 2.26 that related to teacher involvement in the selection and hiring of teachers, and item 19, M = 2.50, which related to school budget decisions. While teachers of the Innovation

School participated in many decision making areas, participation in the hiring of new staff as well as the ability to be involved in the school budget process are not areas of decision making currently bestowed to them. All other responses in this subscale had mean scores between 3.33 and 4.30, all higher than the hypothesized mean of 3.00. The table below lists the ten statements associated with the dimension of decision making.

Table 8

Decision making Items in the School Participant Empowerment Survey

1.	I am given the responsibility to monitor programs.
6.	I make decisions about the implementation of new programs in school.
13.	I make decisions about the selection of other teachers for my school.
19.	I am involved in school budget decisions.
25.	I am given the opportunity to teach other teachers.
30.	I can determine my own schedule.
33.	Principals, other teachers, and school personnel solicit my advice.
34.	I can plan my own schedule.
37.	My advice is solicited by others.
38.	I have an opportunity to teach other teachers about innovative ideas.

In conclusion, I determined that two particular statements resulted in the decision making subscale mean to be the lowest of the empowerment subscales. Thus, I conducted analysis with and without these two items, which resulted in a significant difference in the outcome of the decision making subscale.

The findings support the conclusion that the Innovation School is associated with increased participatory decision making and empowerment. As a result, the hypothesis,

H_{02}: The creation of an Innovation School has not improved participatory decision making, teacher collaboration, teacher empowerment and job satisfaction is rejected. In addition, because the Paul Revere Innovation School operates using a distributed leadership model, and based on the results of the SPES survey findings, the hypotheses, H_0: Distributed leadership at the Paul Revere Innovation School has not influenced participatory decision making, H_{02}: Distributed leadership at the Paul Revere Innovation School has not influenced teacher collaboration, H_{03}: Distributed leadership at the Paul Revere Innovation School has not influenced teacher empowerment, and H_{04}: Distributed leadership at the Paul Revere Innovation School has not influenced teacher job satisfaction are all rejected.

These findings provide a strong case for the creation of Innovation Schools as a successful school redesign model. In addition, these findings indicate that Innovation Schools are one way that public schools can import the innovative thinking that characterizes successful charter schools and implement it within the system. Understanding that public schools should reinvent themselves so that they can implement a new system and new set of conditions in order to create opportunities that the current school design model prohibits, the findings demonstrate that Innovation Schools provide an effective redesign model.

When analyzing the SPES survey results of teachers with more than or less than 10 years of teaching experience, there was no significant difference in the comparison of means. I conducted an independent samples *t*-test to compare the mean scores of fifteen teachers with less than 10 years of teaching experience with the mean scores of twelve teachers with more than 10 years of experience. The results of this test are; $t\ (27) = 1.68$,

$p = 0.11$, $df = 25$. A 95% confidence interval of the difference was [-0.79, 0.08]. These results indicate that regardless of the number of years of teaching experience, teachers felt empowered.

The findings regarding the means of the six dimensions of teacher empowerment appear to be consistent with a previous study. Wall and Rinehart (1998) discovered that the most frequent dimensions of empowerment, amongst teachers that were included in their research, were in descending order: status ($M = 4:14$; $SD = 0.51$), self-efficacy, impact, professional growth, autonomy and decision making ($M = 2:94$; $SD = 0.72$). In the present study, as noted in Table 2, subscale rankings were somewhat similar, but the subscale mean scores in the present study were much higher. These findings imply that teachers feel that they are respected (status), have opportunities for professional growth, are effective at their job (impact) and perform well (self-efficacy). In both studies, the Wall and Rinehart study and this research project, teachers did not feel as strongly that they were involved in the process of decision making as they did in the five other subscales.

Qualitative Analyses

There were several qualitative measures used in this project study from information collected from interviews, focus group interviews, and the examination of documents. This enabled me to study phenomena within the content of the richness and texture that surround them. I had all interviews recorded and transcribed. I coded information to develop emerging themes in the evaluation using Weft QDA software**.** Merriam (2009) explained that it is important to assign codes to data in order to begin to

identify emerging categories (p. 179). The first level of coding identified themes and units of meaning utilizing Stake's (1995) steps:

1. Review raw data under various possible interpretations.
2. Search for patterns of data.
3. Seek linkages between responses.
4. Draw tentative conclusions; organize according to issues, and organize the final report.
5. Review data, gather new data, and deliberately seek disconfirmation of findings (p. 53).

The first level of coding established initial categories. Categories recognized were:

a) empowerment,

b) participatory decision making,

c) autonomy,

d) job satisfaction,

e) collaboration,

f) distributed leadership, and

g) teamwork.

I reviewed, highlighted, and re-sorted the data into categories. The initial list of categories changed slightly as the process continued since the process was iterative.

The second level of coding reformulated in more theoretical terms. At this stage, I collapsed redundant categories into one category. I used the third level of coding for analyzing and drawing conclusions in order to develop a model of understanding constructed by looking for such characteristics as coherence and differences (Merriam,

2009). I then sorted the data into sub-categories until all identified themes emerged. Feelings pertaining to the impact of the Innovation School surfaced and comments that addressed the program's strengths and weaknesses, program policies, and content materialized. The data supported findings, which developed into six occurring themes:

a) empowerment,

b) participatory decision making,

c) autonomy,

d) job satisfaction,

e) collaboration, and

f) distributed leadership.

The findings from analysis of individual and focus group interviews showed strong support for and belief in the Innovation School.

Theme 1: empowerment.

Empowerment was a prevalent theme that emerged from the data. Many stakeholders described feeling more empowered since the conversion to the Innovation School. A teacher with less than ten years reported, "I feel that you are part of a bigger thing, and that empowers you as a teacher because you feel that your piece in the classroom is really helping the rest of the school". A veteran teacher reported, "I feel empowered in many different ways. We are able to pick and choose what we feel is necessary to make us better teachers in our schools to better serve our students." A member of the Governing Board stated, "We not only say that we would like to do something different, but actually make it effective and change it and make it happen." A

second member added, “I have a voice. My voice is heard. That is empowering. I can affect change, which is empowering.”

Theme 2: participatory decision making.

The second theme supported by the data referenced the ability to participate in decision making. Stakeholders reported involvement in decision making in a variety of ways. A teacher with less than 10 years reported, “I contribute more. I feel my ideas are heard.” A Governing Board member reported,

> I think the word I would want to use is intentional. I think that is what separates things that could well happen at any school. There could be collaboration; there could be a school that is very open, but we have to sit down and write a plan for the way you want it to be.

A parent stated, “Having parents on the Governing Board offer parents more of a say in their children’s education.” A Governing Board member stated, “What is different for me is the traditional top-down type of decision making process that you have at the other schools in the district.” A veteran teacher commented, “If I think something needs to be changed, I can speak with a member of the Governing Board who will address my concern at an upcoming meeting. That is how decisions are made at this school.” Finally, another teacher reported, “ Teachers have more options to participate in decision making at this school than any other school in the district.”

Theme 3: autonomy.

This theme supported data referencing the impact of the Innovation School on autonomy. A parent stated, “I think just the fact that the school is run by a Governing Board as opposed to a traditional hierarchy automatically brings teachers and parents to

the table in an equal forum." A member of the Governing Board explained, "We have full autonomy with the curriculum and the freedom to select content that is appropriate to the needs of the students." Another member of the Governing Board added,

> The traditional top-down style of decision making is gone here. The rest of the school district is doing the exact same thing. They are all working from the same curriculum, the same school schedule and calendar. Here, if something does not work, we have a voice to say we would like to do something different and actually do it.

A teacher reported, "My ideas are heard and I contribute more. I always felt like I was in charge, but now I really am in charge." Another teacher stated, "We are allowed to pick what we want to do and how we want to do it."

Theme 4: job satisfaction.

Teachers reported satisfaction with their employment at the Innovation School. A teacher with less than ten years stated, "People enjoy coming to work. I think that the students see that teachers enjoy being here." Another teacher reported, " Teachers are happier here and would not leave the school because of the collaboration. It is a lot of team effort." Another teacher commented, "I feel that the staff and students are excited to be here. You rarely see anyone leaving at the end of the day in a bad mood!" A teacher with less than 10 years reported, "A majority of people who come here are very happy to be at this school and the students see that." Another teacher stated, "The attitude of the teachers at this school is very positive because they are happy with their work. This has a lot to do with the success of the Innovation School because we wanted it and we wanted it to work."

Theme 5: collaboration.

Parents and teachers reported an increase in collaboration during focus group interviews. One parent explained, "I love that all the parents are working as a team with the teachers and students. All the teachers communicate with each other and us, so my child achieves his goals and doesn't fall behind." Another parent stated, "There were barriers between teachers and parents, and those have been removed in the Innovation School setting." Teachers talked about the impact that weekly professional development and common planning had on increasing opportunities for collaboration. A teacher reported, "Common planning has allowed me to share information with other teachers and has really helped us to become more aware of what is happening at each grade level." A teacher with less than ten years stated, "We have more time for professional development because of the rearrangement of time. We now have half days each Wednesday, which allows us to have 2 hours of professional development each week. This has strengthened our knowledge of process and content." Finally, a veteran teacher explained, "We now have more time to look at student data, and then collaborate to see how we can reteach what the students did not comprehend."

Theme 6: distributed leadership.

A parent commented, "The school wants the families on board. The Innovation School encourages and welcomes families to play an active part in the operation of the school." Another parent stated, "Several of the teachers are now pursuing further education in educational leadership because they now see themselves as leaders." A teacher explained, "Everyone at this school shares the responsibilities. Committees have been established and each has leadership roles whether it is regarding what types of

events to have at the school or how to place students with the appropriate teacher for the following school year." Another teacher added, "What sets us apart from other traditional public schools is that there are opportunities here for teachers to step up as leaders." A teacher added, "I feel that the teachers act as the experts just as much as the administrators." Another teacher reported, "There is an expectation here that you are going to be an active participant in leadership and that it is required. The same goes for the parents too." Finally, a teacher stated, "It is a reality when someone says that the teachers are actually running the school."

Coding of the interview data revealed that each category was closely associated with each other. Empowerment and decision making responses overlapped 28 times during the coding process. Autonomy, job satisfaction, collaboration, and distributed leadership coincided with each other in more than 100 instances. This demonstrates that each of the coding categories is inter-related and adds to the evidence that when one practice is implemented, often the other practices emerge.

Review of documents.

Documents reviewed included Governing Board meeting agendas and minutes, professional development agendas, the school improvement plan, interview transcripts, the Paul Revere Innovation School Plan. The purpose of this review was to find evidence that the objectives listed in the Paul Revere Innovation School Plan became realities. The Paul Revere Innovation School Prospectus, submitted to the superintendent, the Revere School Committee, and The Department of Elementary and Secondary Education listed clear objectives. Through an objective-based program evaluation, I evaluated the six key objectives found in the prospectus. A review of each objective occurred in order to

assess progress. An appraisal of each key element revealed positive findings.

Key element 1: structured advisory.

A goal of the Paul Revere Innovation School, as stated in the Innovation School Plan, was to incorporate a program aimed at addressing student academic and social-emotional needs. The goal of the structured advisory program, as stated in the Innovation Plan, was to help students develop relationships that supported safe, caring and respectful learning communities of children and adults (http://www.mass.gov/edu/docs/innovation-schools/20101029-paul-revere-innovation-plan.pdf). The second goal of structured advisory program was to create adaptable grouping opportunities and intensive supports for students based on collaborative evaluations by teachers, administrators, and parents. A structured advisory program was in place at the Paul Revere Innovation School and utilized the Open Circle program. Open Circle is a comprehensive, grade-differentiated social and emotional program for grades K-5 students, their teachers, administrators, other school staff, parents, and other caregivers. This program is highly compatible with the vision and mission of the Paul Revere Innovation School. All professional and support staff received professional development in Open Circle. The program commenced in August 2010. During the first year of implementation, a structured advisory program occurred on Tuesday and Thursday mornings each week from 8:15-9:15. During the 2011-2012 school year, the structured advisory program increased to four mornings per week. A review of the September, 2011 Governing Board minutes revealed that through an Innovation School grant from the DESE, parents received training in Open Circle and two teachers became active coaches. Governing Board minutes also showed that student citizenship progressed through Open Circle strategies

and that an informational parent night to describe the purpose of Open Circle had an excellent turnout. The school improvement plan listed professional development training in Open Circle for new staff and coach training. A review of interview transcripts also confirmed the implementation of a structured advisory program at the school. Teachers explained that an identified need was addressing the emotional needs of the students because they believed that it impeded their learning. A solution to the problem was the investigation of various programs and the selection of Open Circle. A parent stated that Open Circle has been such a huge blessing because students feel free to go to their teachers and classmates and talk about things that are going on in their life, which helps to make the school day a little easier.

Key element 2: data systems.

The next key element reviewed was utilization of a specific data system that allowed teachers to progress monitor student growth and to use data to inform instruction. The goals for assessment practices at the Paul Revere Innovation School were:

a. to establish multi-faceted assessments including standard and performance-based that inform instruction that are cohesive and consistently used by staff,
b. to ensure student ownership of learning targets by understanding their ongoing progress, and
c. to establish accessible communication with families about student progress (The Paul Revere Elementary School Innovation Plan, p. 13).

To achieve this goal, the school used a variety of assessments already in place including DIBELS, GRADE, ELA benchmark tests, mathematics quarterly tests, running records, LEXIA, Study Island, formative subject tests, and MCAS. To solidify assessments, the

Innovation School selected The Achievement Network (ANET). ANET had key components that were aligned to the school's assessment goals:

a) set objectives and milestones,

b) implement practices,

c) assess results, and

d) take corrective action.

Again, all professional staff received professional development in the administration of ANET and how to use the data to inform instruction and meet the individual needs of students. The program started at the school in August 2010. ANET provided coaches to work with the school and teach the staff how to analyze assessment data, identify weaknesses in student learning, and produce and evaluate the success of action plans to address weaknesses in student learning. Through the use of ANET, the data provided immediate snapshots of student performance, which helped to restructure programs and deploy resources. A review of the school improvement plan illustrated professional development time dedicated to ANET for teachers in grades 2, 3, 4, and 5. A review of interview transcripts demonstrated a strong appreciation from the staff regarding the benefits of ANET. One teacher stated that she believed ANET really helped to guide her and push her to see where her students were struggling, reteach those areas, and hone in on what students needed. The teacher explained that she believed the staff changed through the implementation of ANET and that the students benefitted tremendously as a result.

Key element 3: project based learning.

The school decided to utilize project based learning as the foundation for the

curriculum, and to prepare students with the skills and knowledge to be successful in a rapidly changing world. The school believed that the knowledge and skills throughout the curriculum would prepare students with 21st century skills including critical thinking, problem solving, creativity, communication, collaboration, media literacy, and technology skills. The school decided that student exhibitions were a good starting point for performance based assessments tied to science and social studies. The school also believed that exhibitions were a gateway for families, community members, and partners to take an active role in each student's accomplishments while also being part of the assessment of student learning outcomes. The timeline for the implementation of pilot exhibitions was during the spring of 2011. To prepare teachers to understand the components of project based learning, professional development occurred prior to the implementation of project based learning through the acquisition of an Innovation School grant from DESE. The school successfully implemented pilot exhibitions following the prescribed timeline. A review of interview transcripts provided rich language around project based learning. One parent commented that through project based learning, her learning disabled child flourished. Teachers explained that through project based learning, students were able to show their knowledge in multiple ways, not just through paper and pencil assessments. Other teachers believed that the implementation of project based learning challenged them to reinvent themselves. For teachers and students, project based learning created excitement around the school, which caused students to want to learn and to try harder.

Key element 4: inclusion.

The next goal reviewed was the adoption of an inclusion model to increase

achievement for students with disabilities. The Paul Revere Innovation School explored models of inclusive education that might adequately serve students with special education needs who were placed in small learning groups. The school had two small learning groups comprised of students identified as low cognitive. These classrooms served students throughout the school district who were recognized with this specific type of learning disability. In addition, many other students were identified as needing resource room services. The school's goals for inclusive education were:

a. To engage in a yearlong study and research of inclusive education school models and classroom practices through professional development during school year 2010-2011; and

b. To identify and place students from the small learning groups who were ready for inclusion in the general education classes as determined by a case management team and student's Individual Education Plan (IEP) during 2011-2012 (The Paul Revere Elementary School Innovation Plan, p. 14-15).

The implementation timeline for inclusion included a planning year and professional development focused on Universal Design, and the inclusion of a first cohort of students during the 2011-2012 school year. The school successfully fulfilled this goal. The success of the first cohort of students prompted the hiring of two additional teachers in order to replicate a full inclusion model at two additional grade levels. A review of transcripts showed strong support from parents and teachers for full inclusion. One parent stated, "This school has an inclusive classroom, which my child is in with two teachers trained in special education. I absolutely love it because he is flourishing." A teacher reported, "This inclusion model for special education students is a success story.

Low cognition students are now in a regular classroom, and some of the students have really taken off and achieved at high levels. That is exciting for me to see."

Key element 5: programming for English Language Learners.

A review of documents, including the Paul Revere School Innovation Plan, Governing Board agendas and minutes, and the school improvement plan, revealed that during the planning process, the school determined that a revised curriculum and differentiated instructional approaches to meet the needs of English Language Learners would be established. First through grant funding from DESE to support ELL instruction, daily English as a Second Language instruction with beginners and early intermediates before school and during the summer commenced during the summer of 2010. Second, the plan called for the development of new progress reports for ELL students based on ELL standardized test results. The progress reports would drive instruction rather than just demonstrate compliance. The plan was for all staff and families to receive the new progress report beginning in September 2010. In order to reflect student growth, a team consisting of teachers and administrators initiated the development of student portfolios . This team researched portfolios with a plan to implement them with newly designated ELL students as a pilot in June 2011 and to implement them school wide in subsequent years. As of this time, the progress reports and portfolios are not a reality. A discussion with the school principal and ELL director revealed that the school did some preliminary research in both areas, but time constraints restricted their ability to make both initiatives a reality. The school plans to dedicate time to these two areas in the upcoming school year.

Grant funds also provided professional development opportunities for teachers in

all four categories of ELL training that exposed teachers to evidence based successful practices in instruction and assessments for English Language Learners. Additionally, a team of teachers and administrators researched textbooks, curriculum supplements, and computer software programs for consideration for implementation. Home visits to ELL families occurred during summer 2010. Finally, the Governing Board offered an English for Speakers of Other Languages program for parents and families in 2010. The school requested and received an additional ELL teacher for the 2012-2013 school year. This allowed students to receive a combination of pullout and inclusionary ELL services determined by student needs. A review of interview transcripts also supported the efforts of the school to address the needs of a growing ELL population. A teacher commented that the needs of the students were being addressed through a variety to strategies identified in the Paul Revere Innovation School Plan and believed that they were positively affecting student achievement.

Key element 6: revised calendar and schedule.

The final objective evaluated through a program evaluation was the establishment of a different school calendar and weekly schedule to increase student-learning time. The school utilized the schedule autonomy to accomplish two key goals:

a) to increase differentiated programming for students, and
b) to ensure the development of a professional learning community by establishing common planning time and whole staff professional development (The Paul Revere Elementary School Innovation Plan, p. 16).

The revised schedule allowed the school to provide all students with a structured advisory program component with all professional and support staff acting as advisors, weekly

professional development time, and a curriculum cycle. While the school maintained the same number of contractual days for teachers (183.5) and 900 instructional hours (182 days for students) as required by state law, the Paul Revere Innovation School schedule was purposely created to provide extended learning time throughout the year by stretching the school calendar and the school day. Two important elements of the schedule for students were:

> a. an additional 35 hours of instruction for all students that was equivalent to one week, and
>
> b. up to an additional three hours of before or after school instructional support including tutoring and/or enrichment (The Paul Revere Elementary School Innovation Plan, p. 17).

The revised calendar reorganized the total amount of time currently required of teachers by contract and required for instructional time for students. Furthermore, the Paul Revere Innovation School approach to the Innovation School calendar included the development of school partners who offered a variety of learning activities and experiences to students. To expand the school day, all full time professional staff engaged in after-school or before school activities for one hour weekly in order to provide a variety of activities for students. In this way, the school opened for all students each day starting at 7:00 am and remained open after the school day (2:45 pm) until 3:45 pm. A variety of academic and enrichment programs provided students with opportunities to improve student achievement and engagement. A review of transcripts revealed support from teachers and parents for the revised schedule and calendar. Teachers reported that having professional development each Wednesday increased their content knowledge and

strengthened their delivery of instruction. The additional hour each teacher provided to students once a week broadened the sense of community at the school as teachers worked with students across all grade levels. Parents wholeheartedly approved of the revised calendar and schedule. Parents reported that a feeling of community developed as a result of the revised schedule because many other teachers got to know and work with their children, not just the assigned classroom teacher.

In conclusion, the analyses of qualitative data provided rich data that stakeholders believed that the Innovation School positively impacted empowerment, collaboration, distributed leadership, participatory decision making, and autonomy. In addition, a review of the objectives of the Paul Revere Innovation School demonstrated steady progress towards meeting each goal as described in the Paul Revere Elementary School Innovation Plan.

Integration of Quantitative and Qualitative Data

Conducting mixed methods research involved collecting, analyzing, and interpreting quantitative and qualitative data in a study that investigated the same underlying phenomenon. I conducted research using a convergent, parallel design mixed-methods approach. Lodico et al. (2010) described how to compare results by factor analyzing quantitative data that become themes that are then compared with themes analyzed from qualitative data (p. 565). I integrated the coded qualitative data collected during the individual and focus group interviews with the data collected from the School Participant Empowerment Survey. I compared the two data sets. I analyzed qualitative and quantitative data separately through coding and thematic analysis of qualitative data and statistical analysis of the quantitative data. In order to integrate the

data, strategies included parallel integration for member checking, data transformation for comparison, data consolidation for emergent themes, and comparison of results through data transformation. Jang, McDougall, Pollon, Herbert, and Russell (2008) explained that data transformation allows the researcher to capture the findings from the qualitative data and combine them with the quantitative data to obtain results through direct comparison, interrelation, and additional analyses (p. 243). Data transformation consisted of converting collected quantitative data types into narratives that were analyzed qualitatively. The conversion of quantitative data into narratives supported the rejection of the null hypotheses. Data consolidation integrated the findings from the mixed methods approach. Jang et al. (2008) explained that utilizing a data consolidation analytic strategy combines qualitative and quantitative findings to create blended data that can be used for additional analysis (p. 236).

Since I used a convergent, parallel mixed methods design for this study, I collected quantitative and qualitative data at the same time, which permitted me to compare the data to determine if there were similarities, differences, or a combination of both (Creswell, 2009, p. 213). I cleaned all data, and displayed all of it in an organized format for simple reference. I coded and simplified the data, and then analyzed it using the appropriate selected methods. Finally, I integrated the data by combining qualitative and quantitative data into data sets observed independently in order to draw conclusions regarding the project study. Through the integration of data, one might conclude that Innovation Schools are meeting the intended goal of creating environments where all stakeholders are part of the decision making process, teacher collaboration and empowerment are part of the daily life of the school, and students are able to find

academic success. The qualitative analyses supported the findings associated with research question 2: How does distributed leadership influence participatory decision making, teacher collaboration, teacher empowerment, and job satisfaction.

Validity and Trustworthiness

In order to assure the best possible accuracy and credibility of the findings, I used various techniques. Member checking ensured accuracy of information and increased the validity of the research findings (Creswell, 2008; Lodico et al., 2010). Participants reviewed transcripts and offered the opportunity to discuss the transcribed copy of their interviews. I also used independent coding to assess trustworthiness.

In addition, I triangulated the data by corroborating evidence collected through interviews, focus groups, and the review of artifacts. Creswell (2008) explained that triangulation ensures the accuracy of a study because there are numerous sources of information (p. 266). By gathering information using multiple data sources, the research study contained rich description with findings that are trustworthy.

Limitations of Program Evaluation

There are some factors disadvantageous to the project study. Since an internal evaluator conducted the program evaluation, there was the risk of reduced objectivity (Spaulding, 2008). To overcome this risk, I only extracted facts from the tape-recorded information. A second issue that proved disadvantageous was that I needed time to conduct the program evaluation in addition to my district administrative role and daily responsibilities (Spaulding, 2008). As a result, I developed a time management plan to combat this issue.

A final limitation of the program evaluation was that the Innovation School had only been in operation for one year. It is quite possible that the school needed more time to realize the full benefits of change efforts.

An advantage of being an internal evaluator was that I did not have to deal with establishing trust from stakeholders (Lodico, et al., 2010, p. 323). I knew the stakeholders and the setting and developed a positive working relationship with them throughout the planning and implementation stages of the conversion of the Paul Revere Elementary School to the Paul Revere Innovation School. Spaulding (2008) described that internal evaluators are familiar with the setting, the common language, and how to access necessary data.

Conclusion

In education, there is a paucity of research on the consequences of granting stakeholders authority and autonomy to create opportunities for innovation. Specifically, at this time, research is not available to show whether the provision of opportunities for teacher empowerment, leadership roles, and participatory decision making results in distributed leadership and whether such leadership is associated with improved student learning. This project study tackled these questions within the context of the Massachusetts Innovation School model. The findings are positive. Through mixed-methods research, this project study demonstrates that the Innovation School redesign model has the ability to improve student achievement and provide stakeholders with the opportunity to take part in distributed leadership. Also, the Innovation School redesign model provides an environment where empowerment, collaboration, and participatory

decision making occur naturally. Finally, the findings of the project provide strong evidence that this particular redesign model merits further consideration and expansion.

Section three describes the project itself. An introduction addresses the project, goals, rationale for the genre of the project, and scholarly rationale of how the problem was addressed through the content of the project. A review of the literature addresses the project and includes an analysis of research explaining how the genre was appropriate to the problem. In addition, a thorough analysis of how theory and research support the content of the project appears. This section also addresses the evaluation design and approach including a description of an objective-based program evaluation, justification for using this type of evaluation, the goals of the project, and the outcomes and performance measures that were used. Finally, the project implications are addressed as well as the impact for social change.

Section 3: The Project

Introduction

This section addresses the project, goals, rationale for selecting this topic, and rationale of how the problem was addressed through the content of the project. A review of the literature explains the project and includes an analysis of previous research, explaining how these topics were appropriate to the problem. In addition, a thorough analysis of how theory and research support the content of the project is provided. This section also addresses the evaluation design and approach, including a description of an objective-based program evaluation, justification for using this type of evaluation, the goals of the project, and the outcomes and performance measures that were used. Finally the project implications are addressed as well as the impact for social change.

The culmination of the project study was a program evaluation of the Paul Revere Innovation School, and subsequently, the creation of a report, otherwise known as a white paper. The purpose of the development of a white paper will inform stakeholders of the findings of the program evaluation, provide analysis of data, and offer recommendations for improvement and refinement regarding the success of the Innovation School on teacher empowerment, collaboration, shared decision making, participatory leadership, and student achievement.

Description and Goals

The primary purpose of the program evaluation was to examine the Paul Revere Innovation School, the first Innovation School in the state of Massachusetts, in order to determine its effectiveness in increasing teacher empowerment, collaboration, shared decision making, participatory leadership, and student achievement after two years of

existing as an in-district charter school. The function of the program evaluation was to determine this program's merit and to make recommendations for programmatic modification and accomplishment (Spaulding, 2008). The project consisted of qualitative and quantitative data collection in order to determine the effectiveness of the Innovation School over a two-year period.

Once I received approval to conduct research from the Institutional Review Board (approval number 04-27-12), the program evaluation commenced. The program evaluation consisted of informing stakeholders of the imminent program evaluation, conducting survey research, analyzing standardized student MCAS scores, performing individual and focus group interviews, and reviewing documents.

I provided stakeholders with notification regarding the program evaluation of the Innovation School by making a presentation about the upcoming evaluation to the Governing Board, sending emails to teachers, and mailing informed consent forms to selected parents. Teachers who were selected for either participation in a focus group or individual interview received informed consent forms through interoffice mail. I sent the SPES survey to all 27 full-time teachers with informed consent forms. All full-time teachers completed and returned the School Participant Empowerment Survey. I conducted individual and focus group interviews over a two-day period at the Innovation School. I reviewed documents including Governing Board agendas and minutes of meetings, school-wide professional development agendas, and the school improvement plan. Qualitative and quantitative data analyses occurred using a convergent, parallel design.

One of the goals of the program evaluation was to determine if the conversion of a conventional public school to an Innovation School afforded stakeholders to be part of the decision making process. There is a large quantity of research that suggests teachers and other members of the school community be empowered, given leadership roles, and participate in decision making (Cheng, 2008; DuFour, 2011; Griffin, 2010). However, most American public schools continue to operate in a traditional, top-down management style. When decisions on issues such as the daily school schedule or the focus of professional development is mandated from above, school policies become disconnected from the students and teachers they supposedly exist to serve. At a time when many companies are determining that the factory model and top-down management are irrelevant to contemporary endeavors, schools must also search for better lines of communication and a more effective way to make decisions about everyday problems.

Gulcan's (2011) research on decision making determined that participatory decision making positively affected the teaching process as well as causing increases in motivation in educational practices (p. 637). Steyn (2006) described transformational leaders and explained that these leaders help others grow and develop as leaders by responding to individual needs through empowerment, as well as the alignment of goals and objectives of each stakeholder, the leader, the group, and the institution. The results can be dramatic, including improved performance, high levels of satisfaction, and deep commitment.

The Paul Revere Elementary School, located in an urban district neighboring Boston, MA, engaged in a unique form of school redesign called Innovation Schools. This was a concept developed by a committee of MA superintendents, the MA

Department of Elementary and Secondary Education, and the MA Secretary of Education, Paul Reville. The Innovation Schools Statute was enacted into law in 2010 (Chapter 12 of the Acts of 2010, Section 8). An Innovation School is a public school that has increased autonomy and flexibility in five specific areas: curriculum, budget, school schedule and calendar, staffing, and professional development (http://www.mass.gov/Eeoe).

Although the school has a principal, the Governing Board, comprised of parents, teachers, community members, partners, and the school administration, makes many school decisions. This particular type of school redesign allowed for innovative thinking and involved administrators, teachers, parents, students, and community members in critical decisions. Decisions included school hours, composition of the school calendar, assignment of staff as well as determining staff needs, curriculum choices, and budgetary assessments. This project study evolved around the following question, "Has an Innovation School redesign effort in a mid-size urban district in New England created an environment for increased empowerment, participatory decision making, distributed leadership, and improved student achievement?"

A second goal of this project study was to demonstrate that Innovation Schools, a type of school redesign, has the potential to improve student achievement and provide stakeholders with an opportunity to take part in distributed leadership. As charter schools continue to increase throughout the United States, public school redesign may well be the sustained school reform effort that will yield satisfactory results, spark innovation, and turn around underperforming public schools (Futernick, 2007b). Because Innovation Schools provide conditions similar to those of highly successful charter schools, the goal

of this project study was to demonstrate, through research, that Innovation Schools can produce results equal to or better than highly successful charter schools. By importing the inventiveness that characterizes successful charter schools and implementing it within the public school system, Innovation Schools provide opportunities to implement innovative structures and conditions (Reubling, 2007). Ruebling (2007) explained, "changing the design relative to the organization of teachers, students, and time is necessary to 'unlock the doors' of opportunity which the current design does not allow" (p. 9). The evidence is consistent with the view that it is time for public education to redesign today's schools to build a stronger tomorrow. The findings of this research study will be presented to the stakeholders of the Innovation School, central office administrators, and the school committee in the form of a report called a white paper. The project for the evaluation was the program evaluation itself, and the product and genre was the white paper.

Rationale

The mechanism selected for the dissemination of findings related to this project study was an evaluation report, commonly called a white paper. This format allows information to be presented clearly, and in a concise fashion, to the intended audience. A doctoral study or journal publication would not meet the needs of the stakeholders of the Paul Revere Innovation School, which consisted of teachers, parents, members of the Governing Board, and central office administrators of the district. Most parents and some professional staff have limited exposure to formal research documents and the language associated with scholarly papers. Although some of the stakeholders have the ability to understand a research document, many educators do not have the time or the

enthusiasm to inspect this type of material. A white paper is a better platform for delivering the findings of the program evaluation as it highlights the significant findings of the program evaluation to the stakeholders and school officials.

A program evaluation provided a mechanism to gain an in-depth understanding of the Paul Revere Innovation School, the first Innovation School in the state of Massachusetts and to provide a comprehensive evaluation. The purpose of the research study was to evaluate the effectiveness of this particular type of school redesign in order to determine its value and provide recommendations for programmatic modifications and accomplishment.

Sustained research in 1983 showed that American students did not perform as well as students from other countries (National Commission for Excellence in Education, 1983) and prompted school reform efforts. Since then, the creation of numerous school reform efforts created throughout the country resulted in an effort to increase student achievement and effective instruction (Fullan, 2007b; Futerick, 2007; Katsarou & Tsafos, 2008; Hawley, 2007; Ruebling, 2007; Thornburg & Mungai, 2011). Deborah Meier, a famous American educator often considered the founder of the small school movement said, “Thousands of years of history suggest that the schoolhouse as we know it is an absurd way to rear our young; it’s contrary to everything we know about what it is to be a human being” (Littky & Grabelle, 1994, p.vii). Despite these words, American educators continue to replicate the past, attempting to make schools of the past meet the tremendous demands of a rapidly changing future. Public schools need to adopt a strategy to create schools that are innovative and different from conventional schools (Wolk, 2011). Through these efforts, public schools have a chance to survive.

Review of the Literature

The purpose of this literature review aims to describe why the genre of grey literature, including the white paper, is an appropriate vehicle for disseminating research findings involved in the program evaluation. In addition, the review of the literature explains the relevance and importance of selecting a program evaluation and subsequent white paper in order to demonstrate that evaluation findings are normally presented in an evaluation report, not through publication in a scholarly journal (Spaulding, p. 8). I conducted a review of the literature for this portion of the project study by exploring various databases through Walden University's research library, including Academic Search Premier, ERIC, Education Research Complete, and ProQuest, with terms most closely related to program evaluation and white paper. Terms researched included program evaluation, white papers, grey literature, and technical communication. Search engines including Google Scholar were used to locate research-based articles, current journal studies, and published literature that were summarized or quoted by well known authors. A major challenge in conducting the literature review was the enormous difficulty I faced attempting to locate scholarly, peer-reviewed articles pertaining to the white paper as a vehicle for the delivery of information to others.

Program Evaluation

Royse, Thyer, and Padgettt (2010) explained that scientific research conducted in the human services field can be classified in three main categories, "to objectively describe things, to empirically evaluate the effectiveness of services, or to validly explain things (p. 1). Although descriptive research assists in better understanding the needs of a group of people or agency, evaluative research helps determine if the needs are being

met. Thus, program evaluation uses scientifically credible research tools and is an important tool for evaluating services or programs. Lodico et al. (2010) explained that a program evaluation is primarily designed for decision making purposes as opposed to research, which is designed to build knowledge on a specific subject area. Guskey (2000) updated the definition stating that evaluation is a methodical procedure used to ascertain the worth or value of a particular program, curriculum, or plan in a specific circumstance. More recently, Grinnell and Unrau (2008) described program evaluation as, "a form of appraisal, using valid and reliable research methods that examines the process or outcomes of an organization that exists to fulfill some social need" (p. 553).

The historical context of program evaluation is very difficult to track because of the informal nature and use throughout history (Hogan, 2007, p. 3). Hogan (2007) explained that a multitude of evaluation approaches emerged since the 1930's and varied greatly from a list of suggestions to comprehensive prescriptions (p. 6). As time progressed, categories developed for evaluation approaches. Fitzpatrick, Saners, and Worthen (2010) identified five classifications of evaluation approaches including:

a) objectives-oriented,
b) management oriented,
c) consumer oriented,
d) expertise oriented,
e) adversary oriented, and
f) participant oriented.

These diverse types of program evaluations dominated evaluation approaches during the 21st century (Hogan, 2007). These differences in approaches imply differences in

methodology and involve different underlying assumptions and views on how research should be conducted (Ross, 2010). For example, the objectives, management, and consumer oriented program evaluation approaches uses a positivist/post positivist philosophy, while the expert/expertise and participant oriented approaches employ a constructivist philosophy (Ross, 2010). In addition, positivists and post positivists rely more on quantitative methods while constructivists often use qualitative methods (Creswell, 2009). This is based on the motivating force for conducting the evaluation, which includes the questions addressed, the people involved in the evaluation, as well as whether or not there is an internal or external evaluator. Fitzpatrick et al. (2010) explained that the objectives oriented and management oriented evaluation approaches call attention to the decision making needs of those in charge, while the other approaches tend to involve stakeholders.

The program evaluation used in this doctoral study was objectives-based. An objective-based program evaluation allowed for an examination of the Innovation School in order to determine its value and provide recommendations for programmatic modifications and accomplishment. The objective-based approach is the most common method of program evaluation and uses objectives that are created by both the client and the evaluator (Spaulding, 2008, p. 12). The Paul Revere Elementary School Innovation Plan contained clearly stated objectives, submitted to the superintendent, the Revere School Committee, and The Department of Elementary and Secondary Education. Thus, an objective-based program evaluation allowed me to evaluate the objectives found in the prospectus. These objectives included:

a) creation of structured advisory time to increase social-emotional engagement,

b) utilization of a specific data system to organize student progress data informing instruction,

c) implementation of project based learning to prepare students with 21st century skills and knowledge,

d) adoption of an inclusion model to increase achievement for students with disabilities, and

e) redesign of the school calendar and weekly schedule to increase student learning time (The Paul Revere Elementary School Innovation Plan, p. 4).

An objective-based program evaluation allowed for the evaluation of the effectiveness of the Paul Revere Elementary Innovation School and permitted school and district individuals to build their general understanding and knowledge of Innovation Schools while also informing practice.

Program Evaluation Development in the United States

Ralph W. Tyler was an American educator who is best known for his work on evaluation and assessment. Considered the father of educational evaluation, Tyler is credited as the educator who linked curriculum standards to education and inevitably, program evaluation. Federal backing and funding for the curriculum standards movement led to the development of a systematic measurement system known as standardized testing. As a result, all federally funded educational programs became attached to a measure of accountability. Program evaluation became the most used mechanism to evaluate these educational programs (Smith, 2006; Stufflebeam, 2007). Hogan (2007) explained that Tyler believed that it was necessary to properly identify clear goals and objectives in order to properly evaluate any program (p. 7). Using an

objective-based approach, evaluations then measured whether or not the goals and objectives were achieved. The objectives-based approach did not come without critics. Critics of this approach argued that not all objectives were evaluable and that the selection of objectives for evaluation was subject to bias (Smith & Shinklefield, 1985).

Program evaluation became popular during the 1960s era of natural sciences. Government programs called for measures of accountability and program merit. Social scientists tackled these issues by incorporating scientific methods to program evaluation research. Treated as traditional science, program evaluation drew its legitimacy from objectivity, rigor, outcomes and validity (Visser, 2003).

As time progressed, a more responsive, pragmatic approach emerged so that evaluations could be specifically linked to the unique needs of the organization. Thus, the use of qualitative data became prevalent and drew the attention of opponents who believed that the accuracy of measurement was overlooked for a more descriptive report (Campbell, 1969; Cronbach, 1982). Current literature recognizes a mixed-method (quantitative /qualitative) approach as an effective alternative approach to capture the scientific standard of program impact, as well as a descriptive study report of the essence and context of the organization **(**Guskey, 2000; Rossi, 2004). Research demonstrates that the history of program evaluation is stirring and vibrant and used in a variety of settings to evaluate the effectiveness of programs, and to provide recommendations for program revision and refinement (Hogan, 2007; Ross, 2010; Ross, 2010). Program evaluation developed and matured into a recognized field of study (Hogan, 2007, p. 11).

White Paper

The findings of the program evaluation will be presented to the stakeholders of the Paul Revere Innovation School and district administrators in a white paper format once this project study is approved. A white paper is an authoritative report that provides information on an issue (McKean, 2005). White papers educate and inform readers and help them with decision making. Juricek (2009) explained that white papers, which are a specific type of grey literature, typically include findings that are based on original research, and offer an excellent way for researchers to share information to people outside of the research community (p. 318). Findings are typically generated from surveys, interviews, and other types of original research (Juricek, 2009, p. 318). These reports deliver information to the intended readers providing insight and knowledge.

Lodico et al. (2010) determined that the purpose of a program evaluation is to examine programs to determine their value and make recommendations for "programmatic refinement and success" (p. 317). The dissemination and utilization of the evaluation data is a crucial element of program evaluation, and the white paper is a proper vehicle for the delivery of information. Thus, selecting a white paper to report the findings of the program evaluation is a good one since the purpose of the white paper is to educate stakeholders of the Paul Revere Innovation School and central office administrators about the findings of the evaluation.

White papers are a universal document genre that includes a variety of document categories. White papers are used in many different professions, including business, education, government, law, medicine, architecture, accounting, and marketing. By

conducting a simple Internet search for white papers, a wide variety of topics will be displayed as well as an immense number of documents.

Grey Literature

Grey literature has emerged into a significant area of academic investigation (Juricek, 2009, p. 320). Weintraub (2006) explained that grey literature refers to publications created by government, the academic world, business, and industry to address a problem, offer a solution, and assist people in making decisions (p. 1). In addition, Mathews, (2004) stated that grey literature is material that is not commercially published. The discerning feature of grey literature is that it is not produced as a scholarly, peer-reviewed document. Instead, grey literature provides scholars and general readers alike with research summaries, facts, statistics, and other information that offer a far-reaching view of the topic of interest (Weintraub, 2006). The Internet is the major source of grey literature, often introducing an individual to a specific topic area.

A study conducted by Suloff, Bell, Briden, Frontz, and Marshall (2005) discovered that the most common forms of grey literature were conference papers, theses, dissertations, and data sets (p. 132). European scholars, in particular, are the most involved in grey literature, producing a large body of literature on this topic (Gelfand, 2000). The term “grey literature” presented itself in foreign literature in the 1920s (Cisek, 2002). During the 8th International Seminar titled “Scientific and Technical Information in Central and Eastern Europe”, which took place in the capital city of Poland, grey literature appeared, followed by a published Polish article on this topic in 2000 (Cisek, 2002). Since white papers are a form of grey literature, there are several advantages of using this genre. Advantages of grey literature include speed of

dissemination, completeness of information, and uniqueness of information (Cisek, 2002).

Technical Communication

Technical Communication is the conveyance of technical material. The medium most often used is writing, but visual design, including charts, graphs, and multimedia sometimes play a secondary or even a central role in the dispersing of information (http://www.WORDesign.com). Technical communicators include writers of technical information, graphic designers, and some types of media specialists, as well as technical editors and people who write indexes to technical books. Dembrowski (2011) explained that all undergraduate students' education, regardless of the intended major, should include an understanding of the "complexity, ambiguity, and interestedness of the use of technical language and information, particularly important in communication involving public discourse and perceptions" (p. 255). Thus, it is equally important for anyone providing technical information to understand the importance of being well informed, effective, and responsible regarding important technical issues, including grey literature and white papers.

Williams (2010) conducted research on technical communication and discovered that in spite of limited attempts to create diverse approaches in technical communication, the arena remains rooted in an, "expedient, managerial, techno-rational discourse, where discourse is understood as the values that guide research, practice and teaching" (p. 429). The author recommended considering alternative discourse, including interpretive discourse to expand the relevance of technical communication.

Implementation

The implementation of the program evaluation and completion of the white paper requires writing findings discovered through quantitative and qualitative data analyses and triangulation of data. The white paper report will be delivered to the central office administrators of the Revere Public School district, as well as to the stakeholders of the Paul Revere Innovation School. The white paper will follow major content areas for evaluation reports as recommended by Royse et al. (2010), and will be written in consideration of the intended audience and stakeholders. The figure below illustrates the format of the paper.

Figure 3: Major Content Areas for Evaluation Reports (Royse et al., 2010, p. 374)

1. Executive Summary
2. Introduction
    a. Description of the problem
    b. Program description and questions about to be explored
    c. Purpose of the evaluation
3. Literature Review
    a. The context: theoretical/historical perspectives for understanding the program
    b. A survey of necessary and relevant literature
4. Methodology
    a. Evaluation design and data collection procedures
    b. Sampling design
    c. Description of subjects
    d. Description of instrumentation
    e. Procedures for analyzing the data
5. Results (Findings)
    a. Factual information presented (including tables, charts)
    b. Statistical and clinical or practical significance
6. Discussion
    a. Explanation of findings
    b. Applications to agency, program, or practice
    c. Limitations of the evaluation

Potential Resources and Existing Supports

There were many resource and supports required in order to successfully complete this project study. I conducted the research project with the support of Walden University, the public school department, and the administration and staff of the Paul Revere Innovation School. The school district provided the Massachusetts Comprehensive Assessment System student test data to me and granted permission for the stakeholders of the Paul Revere Innovation School to be interviewed and surveyed. In addition, the school district and stakeholders prepared to contemplate and consider recommendations provided in the white paper as a result of the program evaluation.

Potential Barriers

Potential barriers of this program evaluation were few, but deserve to be identified. First, one must consider that several external factors may perhaps contribute to the positive findings in this doctoral study. The school department enabled the Paul Revere School teachers to hire a new principal to help stakeholders plan for and implement the conversion of the traditional elementary school to an Innovation School. The new principal's dynamic leadership style possibly affected the positive findings described in this research document. In addition, students moved into a new building in August of 2010. The impact of a newly constructed building on the findings of this study must also be considered.

Proposal for Implementation and Timetable

Upon acceptance of the doctoral study, the school department central office administrative team will immediately receive the results of the program evaluation. The results consist of a white paper and oral presentation. A presentation is planned for the

local school committee at a regularly scheduled, televised meeting, as well as a presentation to the Paul Revere Innovation School Governing Board. The superintendent intends to submit the findings of this project study to the Massachusetts Secretary of Education, Paul Reville, and to the Massachusetts Department of Elementary and Secondary Education Commissioner of Education, Mitchell Chester.

Roles and Responsibilities of Student and Others

I accepted full responsibility as the internal evaluator for the program evaluation of the Paul Revere Innovation School. In addition, it was my responsibility to analyze both quantitative and qualitative data and integrate the data to determine the success or lack of success of the Paul Revere Innovation School after two years of operation as an Innovation School. It is my responsibility to create a report in the form of a white paper to deliver the findings with recommendations for program refinement and modification.

Project Evaluation

The program evaluation and subsequent findings that will be delivered in the form of a white paper will provide an evaluation of the Paul Revere Innovation School. The creation of a public, in-district charter school and its effects on teacher empowerment, participatory decision making, distributed leadership, and student achievement will be discussed in the white paper. Evaluation of the project will consist of feedback received from the central office administration and stakeholders of the Innovation School.

The next steps following the presentation of findings and recommendations for program refinement and modification include meetings with school and district leaders and participation in future annual evaluations of the Innovation School.

Implications Including Social Change

Local Community

As a researcher, I investigated the effects of a particular form of school design on empowerment, participatory decision making, and distributed leadership. The impact for social change locally lies in giving Paul Revere Innovation School stakeholders a voice and decision making authority regarding the education of students. As a result, schools can become organizations where empowerment, participatory decision making and distributive leadership allow issues related to teaching and learning to become the entire school community's responsibility. This program evaluation allows school and district individuals to build their general understanding and knowledge of Innovation Schools and informs practice, while evaluating the effectiveness of the Innovation program. The completed program evaluation and white paper support parents, teachers, and administrators in making critical program and instructional decisions based on what is best for the students of the Innovation School, while continuing to develop a culture of collaboration and distributed leadership for all stakeholders. The program evaluation also serves as an exemplar for future formative and summative evaluations within the school district. This doctoral study also adds to the body of knowledge on mixed methods, program evaluation, Innovation Schools, participatory decision making, distributed leadership, and student achievement.

This project study provides evidence to support school redesign models that involve stakeholders in participatory decision making, distributed leadership, teacher empowerment, and strategies to increase student achievement. This study also provides information regarding the construct and practices of Innovation Schools. Additionally,

the findings from the project study contribute to a broader understanding of teacher empowerment as an outcome of distributed leadership and any link to teacher motivation and collaboration within the setting of Innovation Schools. The quantitative data, obtained from the project study, adds to the limited data currently available regarding Innovation Schools and student achievement in Massachusetts. In addition, the research findings inform state education policy makers, superintendents, and principals, as well as educators from both public and private schools of the benefits and challenges of Innovation Schools.

This study demonstrates how teacher empowerment can lead to successful educational outcomes and continual professional growth. By empowering teachers, school leaders can help to create powerful learning communities. Innovation Schools can demonstrate that progressive schools in the 21st century consist of communities of learners capable of transforming themselves and shaping both the community and school culture (Fullan, 2007b).

Far-Reaching

The results from this study are important to state education policy makers, superintendents, and principals, as well as educators from both public and private schools. The results of this study can serve as a catalyst to other leaders in the transformation of their schools to an Innovation School or other redesign model. While the findings of this study may not be generalizable in a broad sense, they may provide a starting point for schools seeking to transform their school to one that expands the number of stakeholders who consider themselves directly accountable for the success of the school.

To the best of my knowledge, this is the very first evaluation of an existing Innovation School in the state of Massachusetts that uses both quantitative and qualitative data to determine the effectiveness of this particular school redesign model. In addition, Vaznis (2011) explained that public school districts have a financial interest in making Innovation Schools work. If parents accept Innovation Schools, fewer students, and the financial assistance that supports them, will leave public school districts for charter schools (p.1). The success of the Paul Revere Innovation School demonstrates that Innovation Schools have the potential to rival and compete with successful private schools as well as successful charter schools. This particular type of school redesign has the potential to change the existing antiquated structure of public schools and provide a mechanism for the overhaul of the American public school system, which is so desperately needed in the twenty-first century.

Conclusion

This doctoral study demonstrated that there is limited research on the outcomes of giving stakeholders authority and autonomy to create opportunities for innovation. As stated previously, research is not available to show whether the provision of opportunities for teacher empowerment, leadership roles, and participatory decision making results in distributed leadership and whether such leadership is associated with improved student learning. This project study tackled these questions within the context of the Massachusetts Innovation School model. Specifically, the findings of the project demonstrate that this school redesign model merits further consideration and expansion.

Section 3 included goals, rationale, supporting literature, implementation, evaluation, and implications for social change. The white paper is the vehicle that will

synthesize the research findings and recommendations from the program evaluation conducted at the Paul Revere Innovation School during the spring of 2012. The development and dissemination of the white paper will occur after Walden University approves this doctoral study.

Section 4 will complete this project study by disclosing strengths and limitations of the project in addressing the problem, and by making recommendations on how the problem may be addressed differently in future research studies. Section 4 also focuses on my personal reflections and conclusions regarding the project, what was learned during the scholarly process, and future research.

Section 4: Reflections and Conclusions

Introduction

The final section of this project study focuses on reflections and conclusions from the program evaluation conducted at the Paul Revere Innovation School. Specifically, Section 4 reveals the strengths and limitations of the project in addressing the problem, and incorporates recommendations for future research. Section 4 also includes personal reflections on scholarship, project development and evaluation, and social change. The importance of the research, reflections on the scholarly process, and a discussion on the implications, applications, and directions for future research concludes the doctoral study.

Project Strengths

The program evaluation conducted at the Paul Revere Innovation School, a high-poverty, urban K-5 elementary school located in Revere, Massachusetts, examined the autonomies afforded to this school as a result of converting to an Innovation School and measured their impact and effectiveness on teacher empowerment, participatory decision making, distributed leadership, and student achievement. The purpose of this study was to fill in the gap in research and examine how the recognized distribution of leadership functions among the stakeholders at the local K-5 Innovation School. This project study adds to the literature regarding the effect of distributed leadership on school improvement and teacher efficacy at the school level.

This project study provides evidence to support school redesign models that involve stakeholders in participatory decision making, distributed leadership, teacher empowerment, and strategies to increase student achievement. This study also provides information regarding the construct and practices of Innovation Schools. Additionally,

the findings from the project study contribute to a broader understanding of teacher empowerment as an outcome of distributed leadership and any link to teacher motivation and collaboration within the setting of Innovation Schools. The quantitative data, obtained from the project study, adds to the limited data currently available regarding Innovation Schools and student achievement in Massachusetts. In addition, the research findings provide state education policy makers, superintendents, and principals, as well as educators from both public and private schools of the benefits and challenges of Innovation Schools.

The results of this study serve as a catalyst to other leaders in the transformation of their schools to an Innovation School or other redesign model. While the findings of this study may not be generalizable in a broad sense, they provide a starting point for schools seeking to transform their school to one that expands the number of stakeholders who consider themselves directly accountable for the success of the school. This study demonstrates how teacher empowerment can lead to successful educational outcomes and continual professional growth. By empowering teachers, school leaders can help to create powerful learning communities. Innovation Schools demonstrate that progressive schools in the 21st century consist of communities of learners capable of transforming themselves and shaping both the community and school culture (Fullan, 2007b).

A strength of this doctoral study is in the positive program evaluation findings. This study demonstrated that school redesign can be a mechanism to deal with the public school crisis, at a local and national level, created by the increase in charter schools. The doctoral study findings indicate that Innovation Schools are one way that public schools can reformulate themselves to meet the specific needs of their targeted student population

and professional staff, while also providing opportunities for stakeholders to have a voice in the operation of schools. Knowing that public schools should reinvent themselves in order to restructure systems and conditions, Innovation Schools provide an opportunity for an effective redesign model. The evidence from this project study supports the need to redesign public education.

The focus of the white paper project will be to disseminate the findings from the program evaluation conducted in May of 2012. The intent of the project was to provide formal, data-driven feedback to stakeholders on the effectiveness of the Innovation School addressing the local problem, while encouraging the use of the data collected from the evaluation to inform future decisions and direction. The evaluation provides recommendations for improvement, revisions, and refinements that the program may or may not decide to implement.

The strength of delivering the research project's finding through the white paper is its ability to present clear and concise information to the intended audience. Teachers, parents, principals and central office administrators have little desire, time, and knowledge to effectively and efficiently sift through formal research studies and data. The white paper emphasizes the program evaluation's results in an easy-to-read format based on the target audience's individual needs. The white paper will highlight the most crucial points of interest to all involved and include clear and concise language making the information more accessible and convenient for all stakeholders. A white paper is a better platform for delivering the findings of the program evaluation, as it will highlight the significant findings of the program evaluation to the stakeholders and school officials.

Recommendations for Remediation of Limitations

This study had several limitations. It was not easy to conduct mixed methods research, as I needed to analyze both quantitative and qualitative data during several phases of the research study. Conducting mixed methods research was also very time consuming and required extensive data collection and analysis. Organization and time management were crucial to completing the project study in a timely manner.

There were additional limitations to the project study. Since an internal evaluator conducted the program evaluation, there was the risk of reduced objectivity (Spaulding, 2008). To overcome this risk, I only extracted facts from the tape-recorded information. A second issue that proved disadvantageous was that I needed time to conduct the program evaluation in addition to my district administrative role and daily responsibilities (Spaulding, 2008). As a result, I needed to develop a time management plan to combat this issue.

Because the research study only focused on one school, the findings of this study may not be generalizable. However, the findings provide a starting point for schools seeking to transform their school to one that expands the number of stakeholders who consider themselves directly accountable for the success of the school. In addition, a change in leadership as well as a move to a new building demand attention when considering the positive findings of the doctoral study.

This doctoral study analyzed data over a two-year period and studied the school after one full year of implementation of the Innovation School model. I recommend further investigation of the Paul Revere Innovation School over a longer period of time to

measure the long lasting effects of the conversion to the Innovation School as a successful redesign model.

There are several recommendations. Recommendations for the stakeholders of the Innovation School from this program evaluation are to consider involving the Governing Board in the interviewing and hiring of professional and support staff. In addition, a second recommendation is to involve the Governing Board in budgetary decisions. In addition, the stakeholders of the Innovation School need to focus on attaining the goal, as stated in the Paul Revere Elementary School Innovation Plan, aimed at providing ELL students and families with progress reports and student portfolios.

Scholarship

From the completion of the necessary coursework, development of the project study, and the planning and implementation of the actual project, I discovered a great deal regarding what it takes to be a scholar, and the perseverance, fortitude, and dedication necessary to successfully complete a doctoral study. I now know how to think like a researcher, how to write in a scholarly fashion, and how to use resources in order to be successful.

There are many valuable skills that I am also taking away from this doctoral journey. I believes that this doctoral program strengthened my desire to inspire, influence, and impact the diverse community where I live, work, and socialize. The future belongs to a very different type of person with a very different type of mind. Walden University provided me with the ability to help others develop the skills to be successful in the future. Walden University provided me with a thorough understanding of educational research, which allowed me to be successful with the completion of the

project study. The doctoral program offered exposure to research methods in education that allowed for the development of competencies and skills necessary to become an active participant in the educational research community. Finally, the coursework required as part of the doctoral program provided me with the ability to be aware of the latest educational literature on various educational leadership topics.

The doctoral program at Walden University stressed reflection. Reflection is an important component in educational practice. During the doctoral journey, I used reflective practice not only as a student, but also in my daily professional practice. Deville (2010) stated, "professional competence is directly linked to the capacity to reflect and have a voice" (p.2). Reflective practice creates conditions for educators to evaluate their work, which can result in improvements in teaching and learning. Reflective practice allowed me to become a stronger educational leader.

Project Development and Evaluation

Each course provided me with new knowledge and skills during the doctoral journey. I now understand the importance of using scholarly literature and how to acquire it. I fully comprehend quantitative and qualitative research methods, and am able to apply statistical analyses. The doctoral journey allowed for scholarly writing throughout courses, the completion and approval of a prospectus, proposal, IRB application, and doctoral study using American Psychological Association's format. The development of hypotheses helped address the problem and I learned how to apply appropriate methodologies. Finally, I have an understanding and appreciation of data analysis using a mixed methods approach.

Leadership and Change

The doctoral program at Walden University and the project study provided me with an opportunity to examine an entire school community going through whole scale reform. Observing a school where distributed leadership prevailed afforded me to see its effects on all stakeholders. Studying a school environment that fostered participatory decision making and teacher empowerment raised my awareness of the importance of these conditions and their impact on teacher effectiveness and student achievement. Fulani (2007a) described five components of leaders who are able to lead change successfully. I observed the Innovation School leaders, the Governing Board, staff and parents and guided stakeholders through the five themes described by Fullan (2007a):

a. moral purpose,
b. understanding change,
c. relationships
d. knowledge building, and
e. coherence building.

The Paul Revere Innovation School yielded positive results by embracing these five themes. Although some change occurred quickly, the process of effective change is a slow, ongoing process, and the Paul Revere Innovation School continues to refine purpose and direction on behalf of the students that attend the school.

Conducting the educational research portion of the doctoral study allowed me to experience firsthand the impact and influence school leaders and teachers have on the quality of instruction and student achievement (DuFour, DuFour, Eaker, & Karhanek, 2004; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Reeves, 2009). Successful

administrators and teachers have the ability to create an environment where a cycle of continuous reflection and decision making based on data work harmoniously to improve student outcomes (Hawley & Valli, 2007). The stakeholders involved in this project study committed to collaboratively work together and accepted a challenge from the superintendent of schools to convert the existing, traditional school into the first Innovation School in the state. By doing so, the school operated with increased autonomy and flexibility to create an environment that led to improvements in teaching and learning. This school, the first school in the state of Massachusetts, boldly decided to work under the provisions of a performance contract and an innovation plan approved by the local school committee, which detailed the areas of autonomy and flexibility selected by the school. The Paul Revere Innovation School demonstrated the remarkable courage and leadership necessary to successfully redesign the school and provided a model of exemplary school redesign for other educators to follow.

Analysis of Self as Scholar

Reflecting on analysis of self as scholar during the past three years as a student at Walden University revealed that I greatly benefited from the academic process. The challenges associated with the entire doctoral program, as well as the doctoral study itself, were an enjoyable yet sometimes stressful process. There was great pride experienced when discussing the research study and program evaluation with colleagues. The school district where I work embraces the philosophy that lifelong learning is necessary for continued professional growth. The program at Walden University allowed me to model the characteristics and behaviors of lifelong learning for others in the Revere

Public Schools. In addition, the scholarly process has increased my individual and professional value to the school district.

As a scholar, it was important to clearly understand the process and product necessary to achieve academic success. It was important to integrate background knowledge with new information presented during the doctoral process in order to fully comprehend, analyze, and synthesize the tremendous amount of data. It was also crucial to use the resources available at Walden University including the Walden University Writing Center, the Walden University Research Center, and the Walden University Library. Most importantly, I listened to the advice and recommendations of my committee chair, committee member, university research reviewer, and the Institutional Review Board.

The doctoral program at Walden University strengthened my capability as a scholar. The doctoral study experience prepared me for future academic work in the field of educational leadership. It is through the rigor and high expectations of all of the course instructors and committee members that helped prepare me as a scholar and practitioner who will now motivate, influence, and affect a diverse society. Assisting others to benefit from the value of education will do that. As a scholar-practitioner, I am now better able to transform society.

Analysis of Self as Practitioner

There was much to learn when conducting analysis of self as practitioner. Having many years in the education profession with seventeen of them as an educational leader, studying at Walden University allowed me to examine my personal, common practice and work to refine and improve on it. Various courses and research assignments piqued

my desire to engage in educational practitioner inquiry that resulted in a critical examination of personal beliefs and practices. Personal practitioner inquiry resulted in increased participatory leadership, improved collaboration, and better ways to meaningfully engage other school administrators, teachers, students, and families to improve student achievement. Analysis of self as practitioner resulted in a renewed belief in the possibility of change and of the responsibility of educational leaders to work together to transform educational policy and practice.

Analysis of Self as Project Developer

I learned many things as a project developer. First, as a new student at Walden University, it was understood that the doctoral program took three years to complete. When I realized that this was an impossible feat, a sense of frustration occurred as I worked diligently to stay true to the timeline for completion of the capstone project. Understanding that the doctoral journey is a process, I understood that the course of action required complex detail, planning, and organization. As a project developer, time, perseverance, and dedication were necessary, as well as a passion for the topic of the research study. Being a project developer dictated fervor for learning, research, analysis, and synthesis.

Once I clearly defined the problem and the focus of the study was determined, conducting the literature review, deciding upon the theoretical framework, and methodology were time-consuming undertakings. Evidence based research dictated and guided the development of the project. Excitement prevailed during the project development phase of the doctoral process. Studying a school through a program evaluation allowed me to observe the Innovation School and provide information

regarding the program's effectiveness and make recommendations to strengthen the quality of the program and improve outcomes for stakeholders of that school community.

The Project's Potential Impact on Social Change

The potential for positive social change, as a result of the program evaluation conducted at the Paul Revere Innovation School, lies in giving responsibility to the entire school community in order to build educational capacity and equity amongst diverse stakeholders, develop strategic plans, set direction, increase student achievement, and provide momentum for change. This project study demonstrates that social change occurs when stakeholders are given a voice and decision making authority regarding the education of students. Social change occurs when schools are given the freedom to become organizations where empowerment, participatory decision making and distributive leadership allow issues related to teaching and learning to become the entire school community's responsibility.

The completed program evaluation and subsequent white paper support stakeholders in making critical programmatic and instructional decisions that increase student success and achievement. This project study provides evidence to support school redesign models that involve stakeholders in participatory decision making, distributed leadership, teacher empowerment, and strategies to increase student achievement. This study also provides information regarding the construct and practices of Innovation Schools in Massachusetts. Additionally, the findings from the project study contribute to a broader understanding of teacher empowerment as an outcome of distributed leadership and any link to teacher motivation and collaboration within the setting of Innovation Schools. The quantitative data, obtained from the project study, adds to the limited data

currently available regarding Innovation Schools and student achievement in Massachusetts. In addition, the research findings can inform state education policy makers, superintendents, and principals, as well as educators from both public and private schools of the benefits and challenges of Innovation Schools.

This study demonstrates how teacher empowerment can lead to successful educational outcomes and continual professional growth. By empowering teachers, school leaders can help to create powerful learning communities. Innovation Schools can demonstrate that progressive schools in the 21st century consist of communities of learners capable of transforming themselves and shaping both the community and school culture (Fullan, 2007b).

Social change can occur if other leaders use the results of this doctoral study as a catalyst in the transformation of their schools to an Innovation School or other redesign model. While the findings of this study are not generalizable in a broad sense, they provide a starting point for schools seeking to transform their school to one that expands the number of stakeholders who consider themselves directly accountable for the success of the school.

To the best of my knowledge, this is the first evaluation of an existing Innovation School in the state of Massachusetts that uses both quantitative and qualitative data to determine the effectiveness of this particular school redesign model. If parents accept Innovation Schools, fewer students will leave public school districts for charter schools. If successful, Innovation Schools have the potential to rival and compete with successful private and charter schools. This particular type of school redesign has the potential to change the existing, antiquated structure of public schools and provide for the possibility

of an overhaul of the American public school system so desperately needed in the twenty-first century.

Implications, Applications, and Directions for Future Research

This doctoral study and white paper offer the stakeholders of the Paul Revere Innovation School an opportunity to reflect on the recommendations regarding the program's effectiveness and revise and refine the program for improvement. Improving public schools is hard work. Stewart (2012) explained that because the world is rapidly changing, it is crucial for public schools to prepare students to compete and cooperate on a global scale (p. 1). Schools that are effective are places where innovation and continuous improvements are core values (Stewart, 2012).

Since the enactment of An Act Relative to the Achievement Gap in January 2010, which authorized the establishment of Innovation Schools, local school committees have approved more than twenty Innovation Schools. Schools in operation report high levels of staff morale, family engagement and satisfaction, as well as high levels of student motivation (http://www.mass.gov/edu). This preliminary research can lead the way for other public schools wanting to reinvent themselves.

This doctoral study extends the knowledge of the relationships between participatory decision making and distributed leadership and affective outcomes. The findings also reveal the current issue and future concern for administrators and others who are interested in understanding the characteristics and intricacies of deciding whom to involve in decision making in schools. Thus, the potential for future research is endless when considering how to involve stakeholders in participatory decision making and distributed leadership that creates an environment for student achievement and

engagement of all stakeholders of the school community. The shared wisdom of all stakeholders has the capacity to create powerful places for teaching and learning.

Conclusion

Section 4, the final section of this project study, focused on reflections and conclusions from the program evaluation conducted at the Paul Revere Innovation School. Strengths and limitations of the project were revealed and recommendations for future research were provided. Personal reflections on scholarship, project development and evaluation, and social change were addressed. Finally, the importance of the research, reflections on the scholarly process, and a discussion on the implications, applications, and directions for future research were discussed.

Teachers, parents, administrators, and partners need to be active stakeholders in the educational success of their students. It is important for school leaders to identify a pathway to include the voices of stakeholders in participatory decision making and distributed leadership at the school level. Schools are deemed successful by the academic achievement of the students they serve. It is essential to provide stakeholders with opportunities to express opinions regarding the operations of schools. Giving stakeholders a voice in decision making that directly impacts student learning will promote commitment and create vested stakeholders working together to improve academic growth in schools.

As this doctoral journey comes to an end, another journey begins. I plan to embark on a new career as an adjunct professor in an educational leadership program at a local college or university. The educational experience at Walden University has prepared me for a new profession, and for that, I will be ever grateful.

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Appendix A: District Permission Letter

Revere Public Schools
101 School Street
Revere, Massachusetts 02151

Ann Marie Costa
Deputy Superintendent of Schools

Tel: 781-286-8226
FAX: 781-286-8221
acosta@revere.mec.edu

September 12, 2011

Superintendent Dr. Paul Dakin
Revere Public Schools
101 School Street
Revere, MA 02151

Dear Dr. Dakin,

I am currently pursuing my doctorate degree in Administrator Leadership for Teaching and Learning at Walden University. My assigned chairperson is Dr. Kathleen Bushman. The purpose of this letter is to request permission to conduct a program evaluation of the Paul Revere Innovation School as part of my research project titled, *Innovation Schools: Has it Made a Difference?* The proposed program evaluation will take place in the spring of 2012.

This study consists of the completion of the School Participant Empowerment Scale developed by Short and Rinehart by the teaching staff of the Paul Revere Innovation School, as well as individual and focus group interviews of teachers, parents, and the Governing Board. Students will not be interviewed; however, I intend to conduct a comparative analysis of student achievement prior to the conversion of the Paul Revere Elementary with 2011 results of the Massachusetts Comprehensive Assessment System.

Participation in this study will be strictly voluntary. All willing participants will be given a consent form to be signed and returned to me. Information concerning the participants of this study will be kept confidential. No names or identifying information will be included in the study. Data collected will be processed and coded with numbers to ensure the confidentiality of all participants. Coded information and documentation that is collected will be kept in a locked file in the researcher's home office.

I believe that the results of the program evaluation will allow educators to build their understanding and knowledge of Innovation Schools and also inform practice, while evaluating the effectiveness of the Innovation School program.

If you have any questions, you may contact me via email at acosta@revere.mec.edu or by phone at 781-8226 X51902. Dr. Bushman can be reached at kathleen.bushman@waldenu.edu. If you approve, please sign below and return this document to me at your earliest convenience.

Sincerely,
ann marie costa
Ann Marie Costa

Approved by:

Dr. Paul Dakin — Paul Dakin — 9/14/11
Name and Title (Please Print) — Signature — Date

Appendix B: Consent Form- Governing Board

CONSENT FORM –GOVERNING BOARD

You are invited to take part in a research study of the effect of the Innovation School redesign model on empowerment, collaboration, participatory decision making, distributed leadership, and student achievement. The researcher is inviting teachers, parents, and members of the Governing Board to participate in the study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Ann Marie Costa, who is a doctoral student at Walden University. You may already know the researcher as the Deputy Superintendent of Schools, but this study is separate from that role.

The purpose of this study is to research the effect of the Innovation School redesign model on empowerment, collaboration, participatory decision making, distributed leadership, and student achievement

If you agree to be in this study, you will be asked to:

- Participate in a focus group interview which will take approximately one hour. This type of interview involves a group of people responding to questions. As the researcher, I will keep all information confidential and I will ask all group members to do the same. However, there is a minimal chance that your answers might not remain completely confidential.
- Interviews will be audio recorded in order for me to properly transcribe all interviews.

Here are some sample questions:

1. What has changed here as a result of the conversion of this school to an Innovation School?
2. How do you feel these changes have benefited or not benefited students, teachers, and parents?

In order to be sure that I have properly understood what you say during the interview process, I will provide you with a copy of your transcript soon after the interview is over in order for you to let me know if it is accurate or not. You will also be provided with my initial results after I have analyzed the information towards the conclusion of my research project. This is called member checking and will give you one more chance to let me know if the findings reflect your views, feelings, or experiences accurately..

This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at Revere Public Schools or the Paul Revere Innovation School will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Your participation in this study poses minimal risk. Although there will be no direct benefits to you personally, this study can illuminate and clarify the construct and practices of Innovation Schools as a redesign model. The project study can also add to a broader understanding of teacher empowerment as an outcome of distributed leadership within the setting of Innovation Schools.

Please understand that you will not be compensated for your participation in the research study.

Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Data will be stored in a secure file on the researcher's personal computer, which has appropriate virus and security protection. A locked file will allow paper and audio files to be secure. Findings from this proposed study will be reported in a manner that protects the participants. No names or identifying information will be included in this study. Data collected will be processed and coded with numbers to ensure the confidentiality of all participants. Coded information and documentation that is collected will be kept in a locked file in the researcher's home office. Finally, all records will be destroyed five years after the conclusion of the study.

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via phone at 781-286-8226 or by email at annmarie.costa@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368, extension 1210. Walden University's approval number for this study is **04-27-12** and it expires **April 26, 2013**.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below, I understand that I am agreeing to the terms described above. You should keep a copy of this form

Printed Name of Participant _____

Date of consent _____

Participant's Signature _____

Researcher's Signature _____

Appendix C: Consent Form:Teachers

CONSENT FORM –TEACHERS

The researcher is inviting teachers, parents, and members of the Governing Board to participate in the study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Ann Marie Costa, who is a doctoral student at Walden University. You may already know the researcher as the Deputy Superintendent of Schools, but this study is separate from that role.

The purpose of this study is to research the effect of the Innovation School redesign model on empowerment, collaboration, participatory decision making, distributed leadership, and student achievement

If you agree to be in this study, you will be asked to:

- Participate in a focus group interview which will take approximately one hour. As the researcher, I will keep all information confidential and I will ask all group members to do the same. However, there is a minimal chance that your answers might not remain completely confidential. Or,
- Participate in an individual interview, which will take approximately thirty minutes.

Interviews will be audio recorded in order for me to properly transcribe all interviews.

Here are some sample questions:

3. What has changed here as a result of the conversion of this school to an Innovation School?
4. How do you feel these changes have benefited or not benefited students, teachers, and parents?

In order to be sure that I have properly understood what you say during the interview process, I will provide you with a copy of your transcript soon after the interview is over in order for you to let me know if it is accurate or not. You will also be provided with my initial results after I have analyzed the information. This is called member checking and will give you one more chance to let me know if the findings reflect your views, feelings, or experiences accurately.

This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at Revere Public Schools or the Paul Revere Innovation School will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Your participation in this study poses minimal risk. Although there will be no direct benefits to you personally, this study can illuminate and clarify the construct and practices of Innovation Schools as a redesign model. The project study can also add to a broader understanding of teacher empowerment as an outcome of distributed leadership within the setting of Innovation Schools.

Please understand that you will not be compensated for your participation in the research study.

Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Data will be stored in a secure file on the researcher's personal computer, which has appropriate virus and security protection. A locked file will allow paper and audio files to be secure. Findings from this proposed study will be reported in a manner that protects the participants. No names or identifying information will be included in this study. Data collected will be processed and coded with numbers to ensure the confidentiality of all participants. Coded

information and documentation that is collected will be kept in a locked file in the researcher's home office. Finally, all records will be destroyed five years after the conclusion of the study.

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via phone at 781-286-8226 or by email at annmarie.costa@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368, extension 1210. Walden University's approval number for this study is **04-27-12** and it expires on **April 26, 2012.**

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below, I understand that I am agreeing to the terms described above. You should keep a copy of this form.

Printed Name of Participant _____

Date of consent _____

Participant's Signature _____

Researcher's Signature _____

Appendix D: Consent Form: Parents

CONSENT FORM –PARENTS

You are invited to take part in a research study of the effect of the Innovation School on teacher leadership, teamwork, shared decision making, shared leadership, and student achievement. The researcher is inviting teachers, parents, and members of the Governing Board to participate in the study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Ann Marie Costa, who is a doctoral student at Walden University. You may already know the researcher as the Deputy Superintendent of Schools, but this study is separate from that role.

The purpose of this study is to research the effect of the Innovation School redesign model on teacher leadership, teamwork, shared decision making, shared leadership, and student achievement
If you agree to be in this study, you will be asked to:

- Participate in a focus group interview which will take approximately one hour. This type of interview involves a group of people responding to questions. As the researcher, I will keep all information private and I will ask all group members to do the same. However, there is a slight chance that your answers might not remain completely private.

Interviews will be audio recorded in order for me to properly transcribe all interviews.

Here are some sample questions:

5. What has changed here as a result of the conversion of this school to an Innovation School?
6. How do you feel these changes have benefited or not benefited students, teachers, and parents?

In order to be sure that I have properly understood what you say during the interview process, I will provide you with a copy of your transcript soon after the interview is over in order for you to let me know if it is accurate or not. You will also be provided with my initial results after I have analyzed the information towards the conclusion of my research project. This is called member checking and will give you one more chance to let me know if the findings reflect your views, feelings, or experiences accurately...

This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at Revere Public Schools or the Paul Revere Innovation School will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Your participation in this study poses minimal risk. Although there will be no direct benefits to you personally, this study can help us and others to better understand the practices of Innovation Schools. The project study can also help us and others to better understand teacher leadership that may happen as a result of shared leadership within the setting of Innovation Schools.

Please understand that you will not be compensated for your participation in the research study.

Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Data will be stored in a secure file on the

researcher's personal computer, which has appropriate virus and security protection. A locked file will allow paper and audio files to be secure. Findings from this proposed study will be reported in a manner that protects the participants. No names or identifying information will be included in this study. Data collected will be processed and coded with numbers to ensure the confidentiality of all participants. Coded information and documentation that is collected will be kept in a locked file in the researcher's home office. Finally, all records will be destroyed five years after the conclusion of the study.

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via phone at 781-286-8226 or by email at annmarie.costa@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368, extension 1210. Walden University's approval number for this study is **04-27-12** and it expires **April 26, 2013.**

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below, I understand that I am agreeing to the terms described above. You should keep a copy of this form

Printed Name of Participant _____

Date of consent _____

Participant's Signature _____

Researcher's Signature _____

Appendix E: Translated Consent Form/Spanish

FORMULARIO DE CONSENTIMIENTO PARA LOS PADRES

Usted está invitado a participar en un estudio de investigación sobre los efectos de la Escuela de Innovación en el liderazgo de los maestros, en el trabajo en equipo, en la toma conjunta de decisiones, en el liderazgo compartido, y en el rendimiento estudiantil. La investigadora está invitando a maestros, padres y miembros de la Junta de Gobierno a participar en el estudio. Este formulario es parte de un proceso llamado "consentimiento informativo" que le permitirá entender este estudio antes de decidir si desea participar.

Este estudio es dirigido por una investigadora llamada Ann Marie Costa, quien es una estudiante de doctorado en la Universidad de Walden. Tal vez usted ya conoce a la investigadora como la Superintendente Adjunta de las Escuelas, pero este estudio está separado de esa función.

El objetivo de este estudio es el de investigar el efecto del modelo rediseñado de la Escuela de Innovación en el liderazgo de los maestros, en el trabajo en equipo, en la toma conjunta de decisiones, en el liderazgo compartido, y en el rendimiento estudiantil.

Si usted está de acuerdo en participar en este estudio, se le pedirá que:

- Participe en una entrevista de grupo de enfoque la cual durará aproximadamente una hora. Este tipo de entrevista involucra a un grupo de personas contestando preguntas. Como investigadora, mantendré toda la información privada y pediré a todos los miembros del grupo para que hagan lo mismo. Sin embargo, hay una pequeña posibilidad de que sus respuestas no puedan permanecer completamente privadas.

Las entrevistas serán audio grabadas para que yo pueda transcribir adecuadamente todas las entrevistas. Estos son algunos ejemplos de preguntas:

1. ¿Qué ha cambiado aquí como resultado de la conversión de esta escuela a una Escuela de Innovación?
2. ¿Como usted cree que estos cambios han beneficiado o no beneficiado a los estudiantes, maestros y padres de familia?

Con el fin de asegurarme de que he entendido bien lo que usted dice durante el proceso de la entrevista, yo le proporcionaré una copia de su expediente inmediatamente después de que la entrevista haya terminado con el fin de que me deje saber si es correcta o no. También se les proporcionará con los resultados iniciales después que haya analizado la información al final de mi proyecto de investigación. Esto se conoce como verificación del miembro y le dará una oportunidad más para que me haga saber si los resultados reflejan sus puntos de vista, sentimientos o experiencias precisas.

Este estudio es voluntario. Todo el mundo respetará su decisión ya sea estar o no en el estudio. Si usted decide de no participar en el estudio, nadie en las Escuelas Públicas de Revere o en la Escuela de Innovación Paúl Revere los tratará de manera diferente. Si usted decide participar en el estudio ahora, usted siempre puede cambiar de opinión más tarde. Usted puede parar en cualquier momento.

Su participación en este estudio presenta un riesgo mínimo. A pesar de que no habrá beneficios directos para usted personalmente, este estudio puede ayudarnos a nosotros y a otros a entender mejor las prácticas de las Escuelas de Innovación. El estudio del proyecto también puede ayudarnos a nosotros y a otros a comprender mejor el liderazgo de los maestros que puede ocurrir como resultado de un liderazgo compartido dentro del ámbito de las Escuelas de Innovación.

Comprenda por favor, que usted no será compensado por su participación en el estudio de investigación. Cualquier información que usted proporcione será confidencial. La investigadora no utilizará su información personal para ningún otro propósito fuera de este proyecto de investigación. Además, la investigadora no incluirá su nombre o cualquier otra cosa que pueda identificarlo en los informes de los estudios. Los datos se almacenarán en un archivo seguro en la computadora personal de la investigadora, la cual tiene protección apropiada de virus y de seguridad. Un archivo cerrado permitirá que los expedientes de papel y de audio estén seguros. Los resultados de este estudio propuesto serán reportados de una manera que proteja a los participantes. En este estudio no se incluirán nombres o información de identificación. Los datos recogidos serán procesados y codificados con números para garantizar la confidencialidad de todos

los participantes. La información codificada y la documentación que se recoge se mantendrán en un archivo bajo llave en la oficina de la casa de la investigadora. Por último, todos los registros serán destruidos cinco años después de la conclusión del estudio.

Ahora usted puede hacer cualquier pregunta que tenga. O si después usted tiene preguntas puede ponerse en contacto vía telefónica con la investigadora al 781-286-8226 o por correo electrónico a annmarie.costa@waldenu.edu. Si desea hablar en privado sobre sus derechos como participante, puede llamar a la Dra. Leilani Endicott. Ella es la representante de la Universidad de Walden, quien podrá hablar con usted sobre esto. Su número de teléfono es 1-800-925-3368, extensión 1210. El número aprobado para este estudio de la Universidad de Walden es **04-27-12** y se vence el **April 26, 2013**.

Declaración de Consentimiento:

He leído la información anterior y siento que entiendo el estudio lo suficientemente bien como para tomar una decisión sobre mi participación. Firmando abajo, entiendo que estoy de acuerdo con los términos descritos anteriormente. Usted debe guardar una copia de este formulario

Imprima el Nombre del Participante _____

Fecha del Consentimiento _____

Firma del Participante _____

Firma del Investigador _____

Appendix F:PARENT CONSENT FORM (Back Translated)
CONSENT FORM FOR PARENTS

You are invited to participate in a research study on the effects of the School of Innovation in teacher leadership, in teamwork, in joint decision making, shared leadership, and student achievement. The researcher is inviting teachers, parents and members of the Governing Board to participate in the study. This form is part of a process called "informed consent" that help you understand the study before deciding whether to participate.

This study is led by a researcher named Ann Marie Costa, who is a doctoral student at Walden University. Maybe you already know the researcher as Assistant Superintendent of Schools, but this study is separate from that function.

The aim of this study is to investigate the effect of the redesigned model of the School of Innovation in teacher leadership, in teamwork, in joint decision making, shared leadership, and student achievement.
If you agree to participate in this study you will be asked to:
• Participate in a focus group interview which will last approximately one hour. This type of interview involves a group of people answering questions. As a researcher, I will keep all information private and ask all members of the group to do the same. However, there is a small possibility that responses can not remain completely private.

Interviews will be audio taped so I can properly transcribe all interviews.

Here are some sample questions:
1. What has changed here as a result of the conversion of this school to a School of Innovation?
2. How do you think these changes have benefited or not benefited students, teachers and parents?
To make sure I understand what you say during the interview process, I will provide a copy of your record immediately after the interview is over to let me know if it is correct or not . Also, you will be provided with the initial results after I have analyzed the information at the end of my research project. This is known as verification of the member and gives me one more chance to let me know if the results reflect your views, feelings or experiences precisely.

This study is voluntary. Everyone will respect your decision whether or not you are in the study. If you decide not to participate in the study, no one in Revere Public Schools or the School of Innovation Paul Revere will treat you differently. If you decide to participate in the study now, you can always change your mind later. You can stop at any time.

Your participation in this study presents minimal risk. Although there are no direct benefits for you personally, this study may help us and others to better understand the practices of the School of Innovation. The study of the project can also help us and others to better understand teacher leadership that can occur as a result of shared leadership within the School of Innovation.
Please understand that you will not be compensated for participation in the research study.

Any information you provide will be confidential. The researcher will not use your personal information for any other purpose outside of this research project. In addition, the researcher will not include your name or anything else that may identify you in the reports of the study. Data will be stored in a secure file in the personal computer of the researcher, which has proper virus protection and security. A locked file will allow paper records and audio to be secure. The results of this proposed study will be reported in a manner that protects participants. This study does not include names or identifying information. The data collected will be processed and coded with numbers to ensure confidentiality of all participants. The encoded information and documentation that is collected is kept in a locked file in the office of the researcher's house. Finally, all records will be destroyed five years after the conclusion of the study.

You can ask any questions you have. Or if you have any questions then please contact via telephone 781-286-8226 or researcher email annmarie.costa@ waldenu.edu. To talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the representative of Walden University, who will talk to you about this. The phone number is 1-800-925-3368, extension 1210. The number approved for this study is Walden University IRB approved number **04-27-12** and is due to expire on IRB **April 26, 2013**.

Statement of Consent:

I have read the above information and feel I understand the study well enough to make a decision on my part. By signing below, I understand that I agree with the terms described above. You should keep a copy of this form.

Printed Name of Participant

Date of consent

Participant's Signature

Researcher's Signature

Appendix G: Interview Protocol for Teacher Focus Groups

Interview Protocol for teacher focus groups
Script
I want to thank you for taking the time to meet with me today. My name is Ann Marie Costa and, as you are probably already aware from a previous introductory meeting and notice sent to stakeholders at the school, I am currently pursuing my doctorate degree in Administrator Leadership for Teaching and Learning at Walden University. The title of my capstone project is titled, *Innovation Schools: Has it Made a Difference?* The research project investigates the conditions around Innovation Schools and the schools effect on teacher empowerment, participatory decision making, collaboration, and distributed leadership. I would like to talk to you about your experiences participating, implementing and involvement with the conversion of the Paul Revere Elementary School to the Paul Revere Innovation School. Specifically, as part of the overall program evaluation, I hope to assess the effectiveness of the Innovation School and to make recommendations for programmatic modifications and accomplishment.

The interview should take no more than one hour. I will be taping the session because I don't want to miss any of your comments. Although I will be taking some notes during the session, I cannot possibly write fast enough to get it all down. Because we are on tape, please be sure to speak clearly so that your comments are heard.

All responses will be kept confidential. This means that your interview responses will not be shared with anyone else. I also ensure that any information that is used in the project study does not identify you in any way as the respondent. Remember, you do not have to talk about anything you don't want to and you may end the interview at any time.

Are there any questions about what I have just explained?
Are you willing to participate in this interview?
Pass out informed consent forms, have participant(s) read and sign form.

Questions

1. What has changed here as a result of the conversion of this school to an Innovation School?
2. How do you feel these changes have benefited or not benefited students, teachers, and parents?
3. Do you feel more or less empowered at the Innovation School? In what ways? Please give me examples.
4. Do you feel that collaboration has increased or not increased at the Innovation School? In what ways? Are there any examples you could provide?
5. Do you feel that you are more or less involved in decision making since the school converted to an Innovation School model? In what ways? Please give an example.
6. How has leadership changed here? Do you as a stakeholder have any leadership role? Please explain.
7. How do you feel the conversion to an Innovation School has affected the students? Achievement? Socio-Emotional? Motivation?
8. What recommendations do you have for improvements at the school?
9. Is there anything more you would like to add?

I will be analyzing the information you and others have given me and I will be contacting you to review the transcription in order to ensure accuracy of information and increase the validity of the research findings. Thus, you will have the opportunity to review transcripts and be offered the opportunity to discuss the transcribed copy of your interview.

Thank you for your time.

Appendix H: Interview Protocol for Individual Teacher Interviews

Script

I want to thank you for taking the time to meet with me today. My name is Ann Marie Costa and, as you are probably already aware from a previous introductory meeting and notice sent to stakeholders at the school, I am currently pursuing my doctorate degree in Administrator Leadership for Teaching and Learning at Walden University. The title of my capstone project is titled, *Innovation Schools: Has it Made a Difference?* The research project investigates the conditions around Innovation Schools and the schools effect on teacher empowerment, participatory decision making, collaboration, and distributed leadership. I would like to talk to you about your experiences participating, implementing and involvement with the conversion of the Paul Revere Elementary School to the Paul Revere Innovation School... Specifically, as part of the overall program evaluation, I hope to assess the effectiveness of the Innovation School and to make recommendations for programmatic modifications and accomplishment.

The interview should take no more than thirty-minutes. I will be taping the session because I don't want to miss any of your comments. Although I will be taking some notes during the session, I cannot possibly write fast enough to get it all down. Because we are on tape, please be sure to speak clearly so that your comments are heard.

All responses will be kept confidential. This means that your interview responses will not be shared with anyone else. I also ensure that any information that is used in the project study does not identify you in any way as the respondent. Remember, you do not have to talk about anything you don't want to and you may end the interview at any time.

Are there any questions about what I have just explained?
Are you willing to participate in this interview?
Pass out informed consent forms, have participant(s) read and sign form.

Questions

1. What is different here now that this school is an Innovation School?
2. How has this change impacted your role as a teacher?
3. What say do you have regarding curriculum, school schedule, and the daily operation of the school? Examples?
4. Has the Innovation School benefited or not benefited students, teachers, and parents? In what ways?
5. Has the Innovation School conversion allowed for teachers to be empowered? In what ways? Please give me examples.
6. How do teachers collaborate? How often? Is there a structure in place for collaboration? Are there any examples you could provide?
7. What is your role in decision making at the Innovation School? Please give an example.
8. How has leadership changed here? Do you as a stakeholder have any leadership role? Please explain.
9. Tell me your role in the decision to bring in unique programs such as Open Circle and ANet.
10. What recommendations do you have for improvements at the school?
11. Is there anything more you would like to add?

I will be analyzing the information you and others have given me and I will be contacting you to review the transcription in order to ensure accuracy of information and increase the validity of the research findings. Thus, you will have the opportunity to review transcripts and be offered the opportunity to discuss the transcribed copy of your interview.

Thank you for your time.

Appendix I: Interview Protocol for Governing Board Focus Group

Script

I want to thank you for taking the time to meet with me today. My name is Ann Marie Costa and, as you are probably already aware from a previous introductory meeting and notice sent to stakeholders at the school, I am currently pursuing my doctorate degree in Administrator Leadership for Teaching and Learning at Walden University. The title of my capstone project is titled, *Innovation Schools: Has it Made a Difference?* The research project investigates the conditions around Innovation Schools and the schools effect on teacher empowerment, participatory decision making, collaboration, and distributed leadership. I would like to talk to you about your experiences participating, implementing and involvement with the conversion of the Paul Revere Elementary School to the Paul Revere Innovation School... Specifically, as part of the overall program evaluation, I hope to assess the effectiveness of the Innovation School and to make recommendations for programmatic modifications and accomplishment.

The interview should take no more than one hour. I will be taping the session because I don't want to miss any of your comments. Although I will be taking some notes during the session, I cannot possibly write fast enough to get it all down. Because we are on tape, please be sure to speak clearly so that your comments are heard.

All responses will be kept confidential. This means that your interview responses will not be shared with anyone else. I also ensure that any information that is used in the project study does not identify you in any way as the respondent. Remember, you do not have to talk about anything you don't want to and you may end the interview at any time.

Are there any questions about what I have just explained?
Are you willing to participate in this interview?
Pass out informed consent forms, have participant(s) read and sign form.

Questions

1. Describe your role as a member of the Governing Board.
2. What differences have you observed as a result of the conversion of this school to an Innovation School?
3. How do you feel these changes have benefited or not benefited students, teachers, and parents?
4. Do you feel that teachers are more or less empowered at the Innovation School? In what ways? What has the Governing Board done to create opportunities for teacher empowerment? Please give me examples.
5. What has the Governing Board done to create opportunities for collaboration for all stakeholders? Has it increased or not increased at the Innovation School? In what ways? Are there any examples you could provide?
6. Do you feel that teachers and parents are more or less involved in decision making since the school converted to an Innovation School model? In what ways? Please give an example.
7. Do you feel that distributed leadership exists at the school as a result of the conversion to an Innovation School?? Please explain.
8. How do you feel the conversion to an Innovation School has affected the students? Achievement? Socio-Emotional? Motivation?
9. What recommendations do you have for improvements at the school?
10. Is there anything more you would like to add?

I will be analyzing the information you and others have given me and I will be contacting you to review the transcription in order to ensure accuracy of information and increase the validity of the research findings. Thus, you will have the opportunity to review transcripts and be offered the opportunity to discuss the transcribed copy of your interview. Thank you for your time.

Appendix J: Interview Protocol for Parent Focus Group-English Version

Script

I want to thank you for taking the time to meet with me today. My name is Ann Marie Costa and, as you are probably already aware from a previous introductory meeting and notice sent to you, I am currently pursuing my doctorate degree in Administrator Leadership for Teaching and Learning at Walden University. The title of my capstone project is titled, *Innovation Schools: Has it Made a Difference?* The research project investigates the conditions at the Innovation Schools and the schools effect on teacher leadership, teamwork, shared decision making, shared leadership, and student achievement. I would like to talk to you about your experiences participating in and involvement with the conversion of the Paul Revere Elementary School to the Paul Revere Innovation School. Specifically, as part of the overall evaluation, I hope to evaluate the success of the Innovation School and to make recommendations for adjustment and accomplishment.

The interview should take no more than one hour. I will be taping the session because I don't want to miss any of your comments. Although I will be taking some notes during the session, I cannot possibly write fast enough to get it all down. Because we are on tape, please be sure to speak clearly so that your comments are heard.

All responses will be kept confidential. This means that your interview responses will not be shared with anyone else. I also ensure that any information that is used in the project study does not identify you in any way as the respondent. Remember, you do not have to talk about anything you don't want to and you may end the interview at any time.

Are there any questions about what I have just explained?
Are you willing to participate in this interview?
Pass out informed consent forms, have participant(s) read and sign form.

Questions

1. Has your role as a parent at this school changed as a result of the conversion of this school to an Innovation School? How?
2. How do you feel these changes have benefited or not benefited your child?
3. Do you feel that you have more say in what happens at this school? In what ways? Please give me examples.
4. Do you feel that relationships with parents has increased or not increased at the Innovation School? In what ways? Are there any examples you could provide?
5. Do you feel that you are more or less involved in decision making since the school converted to an Innovation School model? In what ways? Please give an example.
6. How has leadership changed here? Do you as a stakeholder have any leadership role? Please explain.
7. How do you feel the conversion to an Innovation School has affected the students at this school? Achievement? Attitude? Motivation?
8. Did you have a voice in the decision to have all students wear uniforms? How does your child feel about wearing a uniform to school?
9. What recommendations do you have for improvements at the school?
10. Is there anything more you would like to add?

I will be looking at the information you and others have given me and I will be contacting you to review the text in order to ensure that the information you provided is correct. This will help me to have strong research findings. So, you will have the opportunity to review what I have written and be offered the opportunity to discuss the written copy of your interview. Thank you for your time.

Appendix K: Entrevista Protocolo para el grupo de padres se centran (Interview questions for Parent Focus Group-Spanish)

Guión

Quiero darle las gracias por tomarse el tiempo para reunirse conmigo hoy. Mi nombre es Ann Marie Costa y, como usted probablemente ya sabe a partir de una reunión previa de presentación y la notificación enviada a usted, Actualmente estoy cursando mi doctorado en Liderazgo administrador de Enseñanza y Aprendizaje de Universidad de Walden. El título de mi proyecto final se titula, Escuelas de Innovación: ¿Ha hecho una diferencia? El proyecto investiga las condiciones en las Escuelas de la Innovación y el efecto de las escuelas en el liderazgo docente, trabajo en equipo, compartir la toma de decisiones, liderazgo compartido, y el rendimiento estudiantil. Me gustaría hablar con usted acerca de sus experiencias y la participación que participan en la conversión de la Escuela Paúl Revere Primaria a la Escuela de Innovación de Paúl Revere. En concreto, en el marco de la evaluación general, espero que para evaluar el éxito de la Escuela de Innovación y formular recomendaciones para el ajuste y los logros.

La entrevista no debe tomar más de una hora. Voy a grabar la sesión porque no se quiere perder ninguna de sus comentarios. A pesar de que va a tomar algunas notas durante la sesión, no me es posible escribir lo suficientemente rápido como para conseguir que todo hacia abajo. Debido a que estamos en la cinta, por favor, asegúrese de hablar con claridad para que sus comentarios son escuchados.

Todas las respuestas serán confidenciales. Esto significa que sus respuestas a la entrevista no será compartida con nadie más. También asegurarse de que cualquier información que se utiliza en el estudio del proyecto no le identifica de ninguna manera como el demandado. Recuerde, usted no tiene que hablar de cualquier cosa que usted quiere y usted puede terminar la entrevista en cualquier momento.

¿Hay alguna pregunta acerca de lo que acabo de explicar?
¿Está usted dispuesto a participar en esta entrevista?
Distribuya formularios de consentimiento informado, tienen participante (s) de leer y firmar el formulario.

Preguntas

1. ¿Su papel como padre en esta escuela ha cambiado como resultado de la conversión de esta escuela a una Escuela de Innovación? ¿Cómo?
2. ¿Cómo se siente estos cambios se han beneficiado o no beneficiado de su hijo?
3. ¿Sientes que tienes más que decir sobre lo que sucede en esta escuela? ¿De qué manera? Por favor, dame ejemplos.
4. ¿Cree usted que las relaciones con los padres ha aumentado o ha aumentado, no en la Escuela de Innovación? ¿De qué manera? ¿Hay algunos ejemplos que podrían proporcionar?
5. ¿Siente que usted es más o menos involucrados en la toma de decisiones ya que la escuela convierte en un modelo de Escuela de la Innovación? ¿De qué manera? Por favor, dar un ejemplo.
6. ¿Cómo ha cambiado el liderazgo en esta lista? ¿Usted como un actor tiene un papel de liderazgo? Por favor, explique.
7. ¿Cómo te sientes de la conversión de la Escuela de Innovación ha afectado a los estudiantes en esta escuela? Logro? Actitud? La motivación?
8. ¿Tuvo una voz en la decisión de que todos los estudiantes usan uniformes? ¿Cómo se siente su hijo acerca de usar un uniforme a la escuela?
9. ¿Qué recomendaciones tienes para mejoras en la escuela?
10. ¿Hay algo más que quisiera agregar?

Voy a buscar en la información que usted y los demás me han dado y voy a estar en contacto con usted para revisar el texto con el fin de garantizar que la información proporcionada es correcta. Esto me ayudará a tener fuertes hallazgos de la investigación. Por lo tanto, usted tendrá la oportunidad de revisar lo que he escrito y se les ofrecerá la oportunidad de hablar de la copia escrita de su entrevista. Gracias por su tiempo.

Appendix L:Interview Protocol for Parent Focus Group (Interview questions for parents in Spanish Back Translated)

Script

I want to thank you for taking the time to meet with me today. My name is Ann Marie Costa and, as you probably already know from a previous meeting and the notice sent to you, I am currently pursuing my doctoral degree in Educational Leadership for Teaching and Learning at Walden University. The title of my final project is entitled, School of Innovation: Has made a difference? The project investigates the conditions in the School for Innovation and the effect of the school in teacher leadership, teamwork, shared decision making, shared leadership, and student achievement. I want to talk to you about your experiences and participation involved in the conversion of Paul Revere Elementary School to the School of Innovation of Paul Revere. Specifically, in the context of the overall assessment, I hope to evaluate the success of the School of Innovation and make recommendations for adjustment and achievement.

The interview should not take more than an hour. I'll record the session because I do not want to lose any of your comments. Although I will take some notes during the session, I can not write fast enough to get everything down. Because we are on tape, please be sure to speak clearly so that your comments are heard.

All responses are confidential. This means that your interview responses will not be shared with anyone else. Also I ensure that any information used in the project study does not identify you in any way as the defendant. Remember, you do not have to talk about anything you do not want and you can stop the interview at any time.

Are there any questions about what I just explained?
Are you willing to participate in this interview?
Distribute consent forms have participant (s) read and sign the form.

Questions

1. Has your role as a parent at this school has changed as a result of the conversion of this school to a School of Innovation? How?
2. How do you feel these changes have benefited or not benefited your child?
3. Do you feel that you have more to say about what happens in this school? How? Please give me examples.
4. Do you think the relationship with parents has increased or not increased in the School of Innovation? How? Are there any examples you could provide?
5. Do you feel that you are more or less involved in decision making as the school became a School of Innovation model? How? Please give an example.
6. How has the leadership here? Do you have a leadership role? Please explain.
7. How do you feel the conversion of the School of Innovation has affected students in this school? Achievement? Attitude? The motivation?
8. Did you have a voice in the decision that all students wear uniforms? How do you feel about your child wearing a uniform to school?
9. What recommendations do you have for improvements in school?
10. Is there anything else you would like to add?

I will write out the information you and others have given me and I'll be in touch with you to review the text to ensure that the information provided is correct. This will help me to have strong research findings. Therefore, you will have the opportunity to review what I have written and will be offered the opportunity to discuss the written copy of their interview.

Thanks for your time.

Appendix M: Permission to Use Survey Letter

Revere Public Schools
101 School Street
Revere, Massachusetts 02151

Ann Marie Costa
Deputy Superintendent of Schools

Tel: 781-286-8226
FAX: 781-286-8221
acosta@revere.mec.edu

November 2, 2011

Dr. Paula M. Short
Tennessee Board of Regents
1415 Murfreesboro Road, Ste 350
Nashville, Tennessee 37217-2833

Dear Dr. Short:

I am a doctoral student from Walden University writing my project study tentatively titled *Innovation Schools. Has it Made a Difference?* under the direction of my dissertation committee chaired by Dr. Kathleen Bushman.

I would like your permission to reproduce to use the **School Participant Empowerment Scale** (Copyright 1992 Paula M. Short and James S. Rinehart) in my research study. I would like to use and print your survey under the following conditions:

- I will use this survey only for my research study and will not sell or use it with any compensated or curriculum development activities.
- I will include the copyright statement on all copies of the instrument.
- I will send my research study and one copy of reports, articles, and the like that make use of these survey data promptly to your attention.

If these are acceptable terms and conditions, please indicate so by signing one copy of this letter and returning it to me either through postal mail, fax, or email.

Sincerely,

Ann Marie Costa

Ann Marie Costa
Doctoral Candidate
Walden University

Paula Research Short 11-9-11

Signature granting permission

Expected date of completion: 07/2012

Appendix N: School Participant Empowerment Scale

School Participant Empowerment Scale
(Developed by Paula M. Short and James S. Rinehart)

Please rate the following statements in terms of how well they describe how you feel.

Rate each statement on the following scale:

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

		Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
1.	I am given the responsibility to monitor programs.	①	②	③	④	⑤
2.	I function in a professional environment.	①	②	③	④	⑤
3.	I believe that I have earned respect.	①	②	③	④	⑤
4.	I believe that I am helping kids become independent learners.	①	②	③	④	⑤
5.	I have control over daily schedules.	①	②	③	④	⑤
6.	I believe that I have the ability to get things done.	①	②	③	④	⑤
7.	I make decisions about the implementation of new programs in the school.	①	②	③	④	⑤
8.	I am treated as a professional.	①	②	③	④	⑤
9.	I believe that I am very effective.	①	②	③	④	⑤
10.	I believe that I am empowering students.	①	②	③	④	⑤
11.	I am able to teach as I choose.	①	②	③	④	⑤
12.	I participate in staff development.	①	②	③	④	⑤
13.	I make decisions about the selection of other teachers for my school.	①	②	③	④	⑤
14.	I have the opportunity for professional growth.	①	②	③	④	⑤
15.	I have the respect of my colleagues.	①	②	③	④	⑤
16.	I feel that I am involved in an important program for children.	①	②	③	④	⑤
17.	I have the freedom to make decisions on what is taught.	①	②	③	④	⑤
18.	I believe that I am having an impact.	①	②	③	④	⑤
19.	I am involved in school budget decisions.	①	②	③	④	⑤
20.	I work at a school where kids come first.	①	②	③	④	⑤
21.	I have the support and respect of my colleagues.	①	②	③	④	⑤
22.	I see students learn.	①	②	③	④	⑤
23.	I make decisions about curriculum.	①	②	③	④	⑤
24.	I am a decision maker.	①	②	③	④	⑤
25.	I am given the opportunity to teach other teachers.	①	②	③	④	⑤
26.	I am given the opportunity to continue learning.	①	②	③	④	⑤
27.	I have a strong knowledge base in the areas in which I teach.	①	②	③	④	⑤
28.	I believe that I have the opportunity to grow by working daily with students.	①	②	③	④	⑤
29.	I perceive that I have the opportunity to influence others.	①	②	③	④	⑤
30.	I can determine my own schedule.	①	②	③	④	⑤
31.	I have the opportunity to collaborate with other teachers in my school.	①	②	③	④	⑤
32.	I perceive that I make a difference.	①	②	③	④	⑤
33.	Principals, other teachers, and school personnel solicit my advice.	①	②	③	④	⑤
34.	I believe that I am good at what I do.	①	②	③	④	⑤
35.	I can plan my own schedule.	①	②	③	④	⑤
36.	I perceive that I have an impact on other teachers and students.	①	②	③	④	⑤
37.	My advice is solicited by others.	①	②	③	④	⑤
38.	I have an opportunity to teach other teachers about innovative ideas.	①	②	③	④	⑤

This instrument is copyrighted. Use only by written permission from the authors.

Appendix O: Data Collection Agreement

DATA USE AGREEMENT

This Data Use Agreement, effective as of 9/21/2011, is entered into by and between Ann Marie Costa and Revere Public Schools. The purpose of this Agreement is to provide Data Recipient with access to a Limited Data Set ("LDS") for use in research in accord with the HIPAA and FERPA Regulations.

1. Definitions. Unless otherwise specified in this Agreement, all capitalized terms used in this Agreement not otherwise defined have the meaning established for purposes of the "HIPAA Regulations" codified at Title 45 parts 160 through 164 of the United States Code of Federal Regulations, as amended from time to time.

2. Preparation of the LDS. Revere Public Schools shall prepare and furnish to Data Recipient a LDS in accord with any applicable HIPAA or FERPA Regulations

3. Data Fields in the LDS. No direct identifiers such as names may be included in the Limited Data Set (LDS). In preparing the LDS, Revere Public Schools shall include the **data fields specified as follows**, which are the minimum necessary to accomplish the research: Student Massachusetts Comprehensive Assessment System (MCAS) results of students from the Paul Revere Innovation School from 2009 and 2011.

4. Responsibilities of Data Recipient. Data Recipient agrees to:

    a. Use or disclose the LDS only as permitted by this Agreement or as required by law;

    b. Use appropriate safeguards to prevent use or disclosure of the LDS other than as permitted by this Agreement or required by law;

    c. Report to Data Provider any use or disclosure of the LDS of which it becomes aware that is not permitted by this Agreement or required by law;

    d. Require any of its subcontractors or agents that receive or have access to the LDS to agree to the same restrictions and conditions on the use and/or disclosure of the LDS that apply to Data Recipient under this Agreement; and

    e. Not use the information in the LDS to identify or contact the individuals who are data subjects.

5. Permitted Uses and Disclosures of the LDS. Data Recipient may use and/or disclose the LDS for its research activities only.

6. Term and Termination.

    a. Term. The term of this Agreement shall commence as of the Effective Date and shall continue for so long as Data Recipient retains the LDS, unless sooner terminated as set forth in this Agreement.

    b. Termination by Data Recipient. Data Recipient may terminate this agreement at any time by notifying the Data Provider and returning or destroying the LDS.

c. Termination by Data Provider. Data Provider may terminate this agreement at any time by providing thirty (30) days prior written notice to Data Recipient.

d. For Breach. Data Provider shall provide written notice to Data Recipient within ten (10) days of any determination that Data Recipient has breached a material term of this Agreement. Data Provider shall afford Data Recipient an opportunity to cure said alleged material breach upon mutually agreeable terms. Failure to agree on mutually agreeable terms for cure within thirty (30) days shall be grounds for the immediate termination of this Agreement by Data Provider.

e. Effect of Termination. Sections 1, 4, 5, 6(e) and 7 of this Agreement shall survive any termination of this Agreement under subsections c or d.

7. Miscellaneous.

a. Change in Law. The parties agree to negotiate in good faith to amend this Agreement to comport with changes in federal law that materially alter either or both parties' obligations under this Agreement. Provided however, that if the parties are unable to agree to mutually acceptable amendment(s) by the compliance date of the change in applicable law or regulations, either Party may terminate this Agreement as provided in section 6.

b. Construction of Terms. The terms of this Agreement shall be construed to give effect to applicable federal interpretative guidance regarding the HIPAA Regulations.

c. No Third Party Beneficiaries. Nothing in this Agreement shall confer upon any person other than the parties and their respective successors or assigns, any rights, remedies, obligations, or liabilities whatsoever.

d. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

e. Headings. The headings and other captions in this Agreement are for convenience and reference only and shall not be used in interpreting, construing or enforcing any of the provisions of this Agreement.

IN WITNESS WHEREOF, each of the undersigned has caused this Agreement to be duly executed in its name and on its behalf.

DATA PROVIDER **DATA RECIPIENT**

Signed: pdakin@revere.mec.edu Signed: acosta@revere.mec.edu

Print Name: Dr. Paul Dakin Print Name: Ann Marie Costa

Print Title: Superintendent of Schools Print Title: Deputy Superintendent of Schools

Appendix P: Implied Consent Letter

Implied Consent Letter

May 15, 2012

Dear Teacher,

You are invited to participate in a research study about conversion of the Paul Revere School to an Innovation School. The purpose of this study is to research the effect of the Innovation School redesign model on empowerment, collaboration, participatory decision making, distributed leadership, and student achievement.

A researcher named Ann Marie Costa, who is a doctoral student at Walden University, is conducting this study. You may already know the researcher as the Deputy Superintendent of Schools, but this study is separate from that role.

Your participation in this study poses minimal risk. Although there will be no direct benefits to you personally, this study can illuminate and clarify the construct and practices of Innovation Schools as a redesign model. The project study can also add to a broader understanding of teacher empowerment as an outcome of distributed leadership within the setting of Innovation Schools.
Please understand that you will not be compensated for your participation in the research study.

You were selected as a possible participant in this study because you currently are an educator at the Paul Revere Innovation School.

If you decide to participate, please complete the enclosed survey. Your return of this survey is implied consent. The survey is designed to measure teachers' perceptions of their level of empowerment. It will take about forty-five minutes to complete the survey. No benefits accrue to you for answering the survey, but your responses will be used to how Innovation Schools may be one way to increase teacher empowerment. You may keep this form as it does not need to be returned to me.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will not be disclosed.

Your decision whether or not to participate will not prejudice your future relationships with the Revere Public Schools or the Paul Revere Innovation School. If you decide to participate, you are free to discontinue participation at any time without prejudice.

If you have any questions, please ask. If you have additional questions, feel free to contact me at annmarie.costa@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368, extension 1210.

Thank you for your time.

Sincerely,

Ann Marie Costa

Appendix Q: Confidentiality Agreement

CONFIDENTIALITY AGREEMENT

Name of Signer: Rosanna Digitale

During the course of my activity in collecting data for this research: "Innovation Schools: Has it Made a Difference?" I will have access to information, which is confidential and should not be disclosed. I acknowledge that the information must remain confidential, and that improper disclosure of confidential information can be damaging to the participant.

By signing this Confidentiality Agreement I acknowledge and agree that:

1. I will not disclose or discuss any confidential information with others, including friends or family.
2. I will not in any way divulge, copy, release, sell, loan, alter or destroy any confidential information except as properly authorized.
3. I will not discuss confidential information where others can overhear the conversation. I understand that it is not acceptable to discuss confidential information even if the participant's name is not used.
4. I will not make any unauthorized transmissions, inquiries, modification or purging of confidential information.
5. I agree that my obligations under this agreement will continue after termination of the job that I will perform.
6. I understand that violation of this agreement will have legal implications.
7. I will only access or use systems or devices I'm officially authorized to access and I will not demonstrate the operation or function of systems or devices to unauthorized individuals.

Signing this document, I acknowledge that I have read the agreement and I agree to comply with all the terms and conditions stated above.

Signature: **Date:**

rdigitale@revere.mec.edu April 12, 2012

Curriculum Vitae

Ann Marie Costa

112 Stevens Street
Revere, Massachusetts 02151

PROFESSIONAL EXPERIENCE

Deputy Superintendent, Revere Public Schools ***2008-June 30, 2012***

Under the direction of the Superintendent, acts for, represents and exercises the authority of the Superintendent in directing the implementation of school system plans, policies, instructional programs, and services. Coordinates the activities of District Administration for the effective and efficient operation of all schools and offices.

Assistant Superintendent, Revere Public Schools ***2001-2008***

Assistant educational leader of a 6,000 student school district. Responsibilities included management of curriculum, instruction, and assessment; supervision and evaluation; professional development, evaluation of administrators, and grant management. Assisted in providing a high level of initiative, enthusiasm and collaboration, shaped district culture and values, and facilitated the development of a shared strategic vision.

Presenter, Time To Learn Expanded Learning Time Summit, Boston, MA ***2008***

Part of a team from Revere Public Schools who presented a session titled, *The Power of Partnership: A Strategic Approach to Engaging Multiple Partners in an ELT School*. The team focused on including one key existing partner in their ELT planning process and incorporated additional partners and discussed the critical role district support played in this approach.

Vanguard Model Site Team Member, Mass Insight Education ***2002-Present***

Team member traveling to various Massachusetts public schools to identify the most effective organizational practices in schools that yield demonstrable improvement to student achievement

Revere Public Schools Building Committee ***2000-Present***

Responsibilities include facilitating interior design committees, overseeing the ordering of all school furniture, fixtures, and equipment, and other building related issues.

Presenter, STEM Summit IV, Sturbridge MA ***2007***

Part of a presentation team from Revere Public Schools, recipient of Mass Insight Education's Vanguard Award for science education that has resulted in high-achievement when compared to demographically similar districts.

Presenter, National Center for Urban School Transformation, San Diego, CA ***2006***

Part of a team from Revere Public Schools, semi-finalist for the Excellence in Education Awards, who presented a workshop at this symposium.

School Panel Reviewer, MA Department of Education ***2002-2004***

Assisted the MA DOE in determining whether State intervention was needed to guide improvement efforts in schools where students' MCAS performance was critically low and no trend toward improved student performance was evident from MCAS data.

Presenter, Building on Success Conference, Boston MA **2003**

Part of a district team, recipients of the 2003 Vanguard Model Award for Mathematics presented by Mass Insight Education, which shared best practices at this event.

Instructor, Merrimack Education Center ***2003***
Taught Standards-Based Curriculum and Instructional Leadership as part of the Merrimack Leadership Academy, which provided individuals with a training program that resulted in an administrative license.

Principal, Augustine C. Whelan Elementary School, Revere, MA ***1997- 2001***
Educational leader in a K-6 elementary school with 711 students and 88 professional and support staff. Duties included: instructional leadership; on site administration; hiring, termination, and evaluation of personnel; implementation of technology as an instructional and communicative tool; professional development; execution of district educational programs, facilitation of cooperative community relations.

Assistant Principal, Garfield Community Magnet School, Revere, MA ***1995-1997***
Administrator in an Early Childhood through grade eight school with 1500 students. Duties Included: on site administration; evaluation of personnel; execution of district educational programs, policies and regulations; facilitation of cooperative community relations.

Equity Coordinator, Revere High School, Revere, MA ***1994 - 1995***
Responsible for proactively addressing issues of equity (racial, ethnic, gender, ability/disability) to create an accepting school climate respectful of staff and students.

Fine Arts Teacher, Revere High School, Revere, MA ***1981 - 1995***
Teacher of two and three dimensional art classes including drawing, painting, design, sculpture, crafts, printmaking, pottery, and jewelry making. Developed curriculum for various art courses...

Neverland Express Camp for the Performing Arts, Hamilton, MA ***1994 - 1996***
Instructor of expressive art to children ages 7-12 in a private educational summer program**.**

Teacher, Grade 5, Shurtleff School, Revere, MA ***1970 –1981***
Teacher of self-contained and departmentalized classes in a K-6 elementary school.

E D U C A T I O N

- *Candidate for Ed.D. in Educational Leadership, Walden University, 2009-Present*
- *CAGS in Educational Leadership with highest honors, Salem State College, 1998.*
- *Master of Science in Education-Integrated Arts in Education, Lesley College, 1981*
- *Bachelor of Science in Education, Salem State College, 1970*

H O N O R S A N D R E C O G N I T I O N

- Revere Journal Transcript "Woman of the Year", 2011
- Plato Learning Customer Advisory Council for curriculum, 2010—Present
- Virtual High School Global Services Advisory Committee, 2010-Present
- Honorary Committee Member, Generations Incorporated, 2009-Present
- Revere Journal Transcript "Woman of the Year" Honorable Mention, 2005
- *Excellence in Administration* State award recipient, MA Alliance for Arts Education, 2001
- "Arts & Activities" national art education magazine**,** article published April, 1996

M E M B E R S H I P S A N D A S S O C I A T I O N S

- American Association of School Administrators
- Massachusetts Association of School Superintendents
- Massachusetts Elementary School Principals Association
- Massachusetts Association fro Supervision and Curriculum Development
- National Association Of Elementary School Principals
- Association for Supervision and Curriculum Development